

May, 1955

The American School Board Journal



A PERIODICAL OF
SCHOOL ADMINISTRATION

In This Issue:

★ **Ten Commandments for the Humane Administrator**—*Lawson*

★ **Current School Expenditures, 1940-53**—*Herlihy*

★ **The Need for Scientists and Engineers**—*Exton*

★ **Educational Information for the Architect**—*Sellew*

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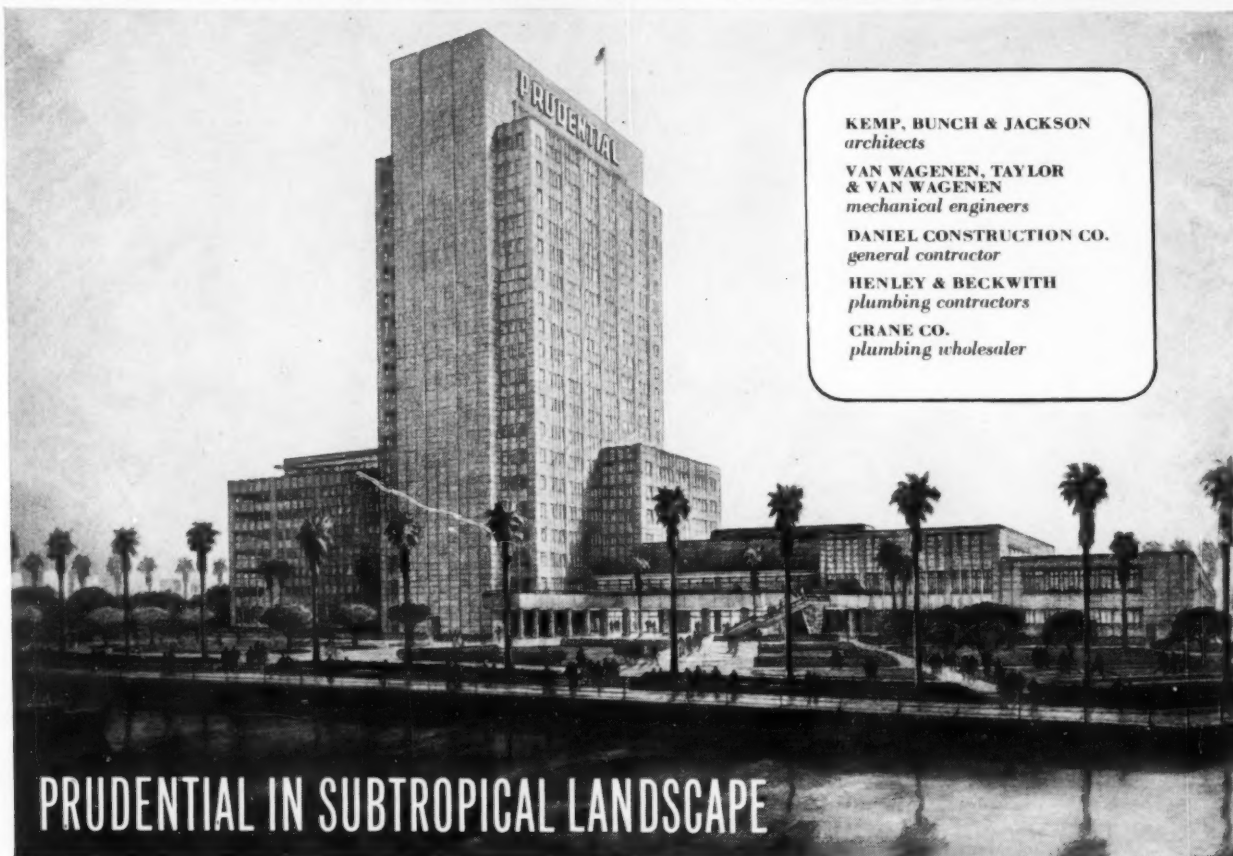
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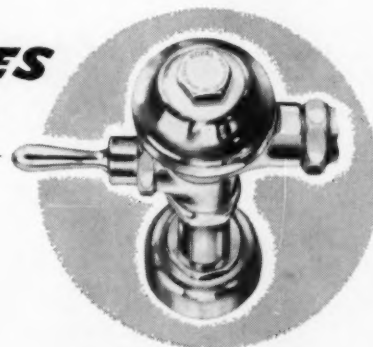
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THE AMERICAN School Board Journal

A Periodical of School Administration

May
1955

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NO. 5

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"All Aboard"

N.S.B.A. Shares in Plan to Stimulate Community Conferences on Education

EDWARD M. TUTTLE

School boards and their associations are being given an opportunity to help focus attention on educational problems community by community. It is all part of an effort to make 1955 an outstanding year in awakening the American people to the increasingly critical school situation and to its effective solution.

Background Information

Most JOURNAL readers are aware that Congress last summer, upon recommendation of the President and the Secretary of Health, Education, and Welfare, made provision for a White House Conference on Education in the fall of 1955, and also contributed toward the holding of state conferences on education which would lead up to the White House Conference.

To formulate and carry out plans for the White House Conference, President Eisenhower appointed a Committee of 32 persons under the chairmanship of Neil H. McElroy, president of Procter and Gamble Company, Cincinnati, Ohio, and a former member of the National Citizens Commission for the Public Schools. Mr. McElroy selected as Director of the White House Conference, Clint Pace, a former regional director for the N.C.C.P.S. from Dallas, Tex. The National School Boards Association was honored to have its 1954 president, J. G. Stratton of Clinton, Okla., made a member of the White House Conference Committee and subsequently the chairman of one of its important subcommittees on "How Can We Obtain a Continuing Public Interest in Education?"

It was natural that the National Citizens Commission for the Public Schools should be in a strategic position to help in all this preliminary planning because of its nearly six years of effort in stimulating citizen interest in public education. Its director, Henry Toy, Jr., was authorized to assist Chairman McElroy in every possible way and, in fact, the entire facilities of the N.C.C.P.S. were placed at the disposal of the White House Conference Committee.

But in the ordinary course of events the National Citizens Commission was due to go out of existence on May 15, 1955 which would be the termination date of the Foundation grants that had established it in 1949 for a six-year period. Even though a successor organization was being planned, it was felt by many that it would be most unfortunate during these important months preceding the White House Conference not to have the benefit of the experience and

contacts which the N.C.C.P.S. had built up. Therefore, when a grant of money was offered to the Commission to extend its life from May, 1955, to January, 1956, and to increase its efforts to focus attention on educational problems during that period, the offer was accepted.

With state and national conferences already planned and provided for, the National Citizens Commission for the Public Schools decided that its most effective contribution would be the stimulation of conferences on education at the local, or community, level. It further decided that school boards and their associations were the logical agency to encourage, or even to initiate, such community conferences. Accordingly, the N.C.C.P.S. offered to share a portion of its grant with the National School Boards Association for the specific

VOICES

The most influential of all educational factors is the conversation in a child's home.

— WILLIAM TEMPLE

From the moment of birth we are surrounded by voices. A child's earliest impressions are received through his ears and, unless he suffers deafness, voices continue to influence his development and conduct as long as he lives. The voices of parents and the things they say set the tone, or quality, of a home. If their speech is calm, cheerful, encouraging, and understanding, the child feels secure and loved, and then he grows and flourishes. But if the voices in his home are strident, fretful, demanding, and intolerant, the child shrinks in fear and rebellion, and seeks ways of protection or escape. Nor can he be blamed, for it is not his responsibility to set the standards. Today, another factor must be considered. No longer are the voices of relatives and friends the only ones heard in the home. Other voices of every imaginable quality, giving expression to every conceivable idea, beat upon the ears from radios and television sets. What of them and their influence on a child's development? — E. M. T.

purpose of conducting Community Conferences on Education project. After a great deal of discussion and consideration both at a special meeting in Oklahoma City, January 28-29, and at regular meetings in St. Louis at the time of the National Convention in late February, the N.S.B.A. board of directors approved the Community Conferences project and authorized the machinery for its operation to January, 1956.

Some Guiding Principles

At the outset, several basic considerations should be kept in mind.

1. In this project, the National School Boards Association and the National Citizens Commission for the Public Schools are acting as partners with a clear division of responsibility. The N.S.B.A. is working with other lay and professional organizations within the states to promote the idea of holding community conferences on education wherever possible. The N.C.C.P.S. is working primarily at the national level through the use of mass media to accomplish the same end.

Among the activities of the N.C.C.P.S. will be a stepped-up campaign of publicity through the Advertising Council, the publication and distribution of source materials, and the inauguration of a special newspaper — *Better Schools* — with nationwide circulation among educators and citizens interested in education which will report all significant developments in focusing public attention on educational problems during 1955. Of particular value is the most recent Working Guide published by the Commission entitled *How Can We Discuss School Problems?* It can be obtained from the central office of the N.C.C.P.S. at 2 West 45th Street, New York 36, N. Y., from any of its six regional offices, or from the central and regional offices set up by the N.S.B.A. in connection with the Community Conferences project, as indicated below.

2. The movement to stimulate the holding of community conferences on education is not directly related to the White House and State Conferences to be held in 1955, but indirectly it should be of tremendous contributory value. If it can be demonstrated in many communities that local conferences are good for education, then they will not cease at the end of this year but will continue into the years to come. Actually, both the formulation and the carrying out of whatever conclusions and recommendations may be reached in the state and national conferences will depend in large measure on local understanding of educational problems and on efforts to solve these problems community by community.

3. No thought is held that this is a movement for school boards alone. Quite the contrary. It is recognized that there are many organizations and agencies in every community deeply concerned with the improvement of education. Where the initiative comes from will vary from community to community depending a good deal on the local leadership. In one case it may be the P.T.A. which takes the initiative; in another, the chamber of commerce; in another, a service club or a women's group or a veteran's organization or a labor group

(Continued on page 8)

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COMMUNITY EDUCATION CONFERENCES

(Continued from page 5)

or a farm group. But no matter who starts the ball rolling, a major objective should be to unite all the forces of the community behind a concerted effort in behalf of the schools. This will be one of the chief objectives of the National School Boards Association in its conduct of the Community Conferences project.

Community Conferences Project

To carry out its share of the responsibility for promoting Community Conferences on Education, the National School

Boards Association, through its board of directors and executive committee, established a project office at Indiana University and appointed as Project Director Dr. Maurice E. Stapley whose address is Box 47, Bloomington, Ind. It also approved the general plan of operation, as follows:

For the purpose of this project, the country will be organized into five regions which coincide quite closely with the regional groups that have been developing within the N.S.B.A. during the past two or three years. Dr. Stapley has appointed a project co-ordinator in each of the five regions. In all cases the co-ordinator is the executive secretary of one of the state school boards associations who has arranged to give part of his time to this project during 1955.

These co-ordinators, and the states in their respective regions are given below:

NORTHWEST REGION—James W. Whitehead, Co-ordinator, 271 Union Street, New Bedford, Mass.

Maine	Rhode Island	Delaware
New Hampshire	Connecticut	Maryland
Vermont	New York	Pennsylvania
Massachusetts	New Jersey	

SOUTHEAST REGION—W. J. Andrews, Co-ordinator, Box 346, Toccoa, Ga.

West Virginia	South Carolina	Kentucky
Virginia	Georgia	Tennessee
North Carolina	Florida	Mississippi
Alabama		

MIDWEST REGION—William A. Wettergren, Co-ordinator, 319 West Swift Street, St. Peter, Minn.

Ohio	Wisconsin	Kansas
Michigan	Minnesota	Nebraska
Indiana	Iowa	South Dakota
Illinois	Missouri	North Dakota

SOUTHWEST REGION—Fred G. Thatcher, Co-ordinator, Box 8986, University Station, Baton Rouge 3, La.

Louisiana	Oklahoma	New Mexico
Arkansas	Texas	Colorado

WEST REGION—Elmer W. Stanley, Co-ordinator, Box 748, Olympia, Wash.

Montana	Washington	Nevada
Wyoming	Oregon	Utah
Idaho	California	Arizona

The regional co-ordinators will offer assistance to the state school boards associations in their respective regions for the purpose of promoting community conferences on education. *Whether a state association participates, and to what extent, will be entirely in the hands of its own officers and directors.* No compulsion or outside direction of any kind will be exerted.

At the same time, the leaders of the N.S.B.A. believe that this project does present a great opportunity and challenge to school boards everywhere, and they urge the state associations to make use of the help offered by way of materials, consultants, speakers, planning, etc., to the fullest possible extent.

Director Stapley and his regional co-ordinators will have numerous suggestions to offer as to how to dramatize the potentialities of community conferences as a means of seeking solutions for educational problems. Among these will be press releases and the use of spot announcements over local radio and TV stations. Such topics may be featured as (1) the desirability of holding community conferences during the year of the White House Conference, (2) the role of organizations interested in sponsoring community conferences as educational projects, (3) the assistance that is offered by the state school boards association, (4) the need for studying the objectives and accomplishments of schools, (5) the need for properly organized school districts, (6) the shortage of classrooms and teachers, (7) the costs of a good school program.

Another suggestion will be the holding of leadership training conferences or workshops for school board members and citizens interested in planning local conferences on education. Such workshops may well serve to bring together the leaders from all community organizations and should result in greater co-ordination of effort and more effective planning and accomplishment. Among topics for discussion might be: (1) How can a community conference be organized to focus attention upon serious problems in such a manner

(Concluded on page 104)

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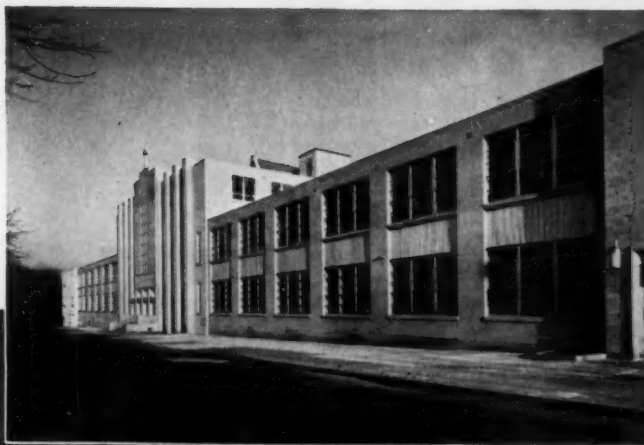
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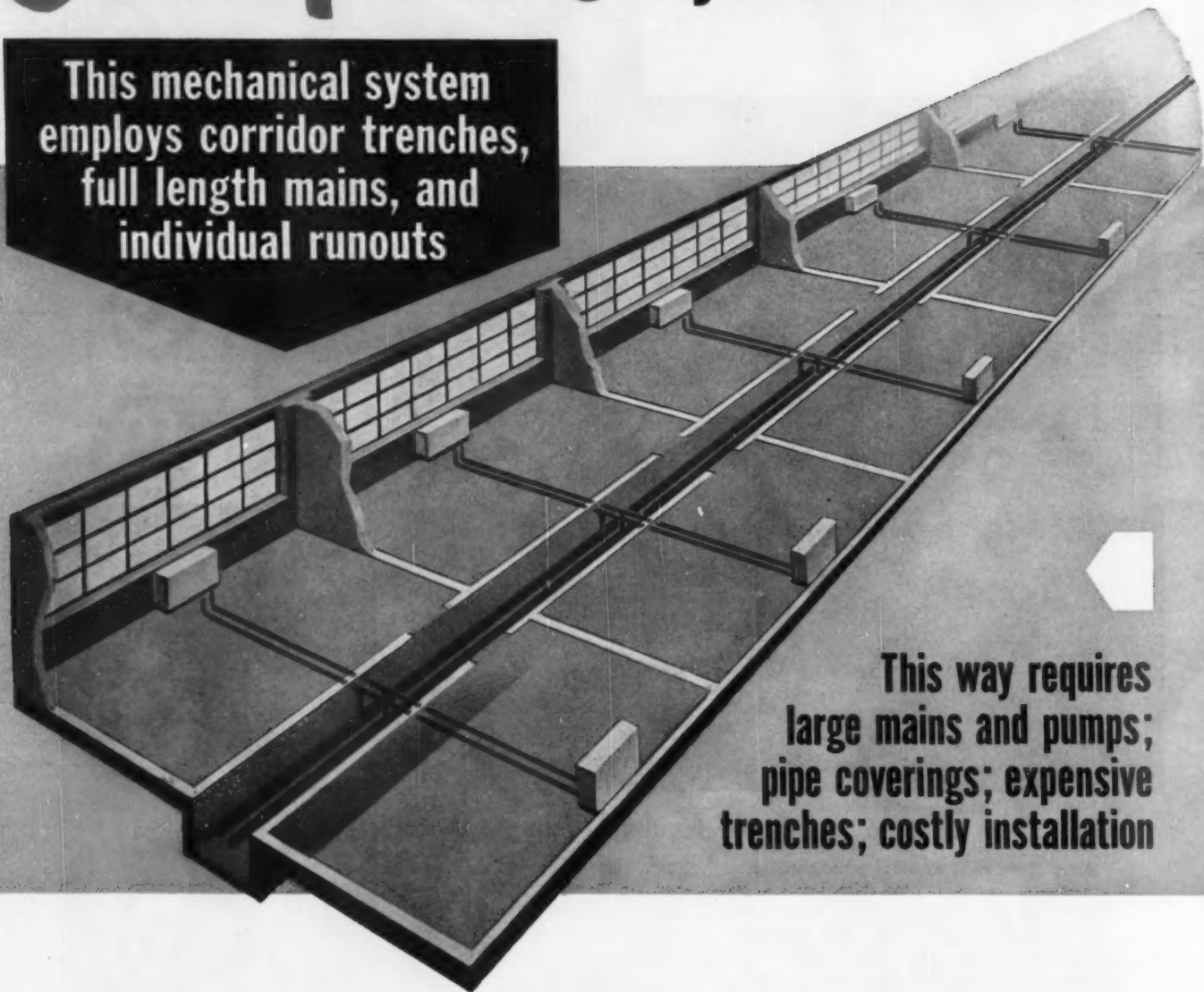


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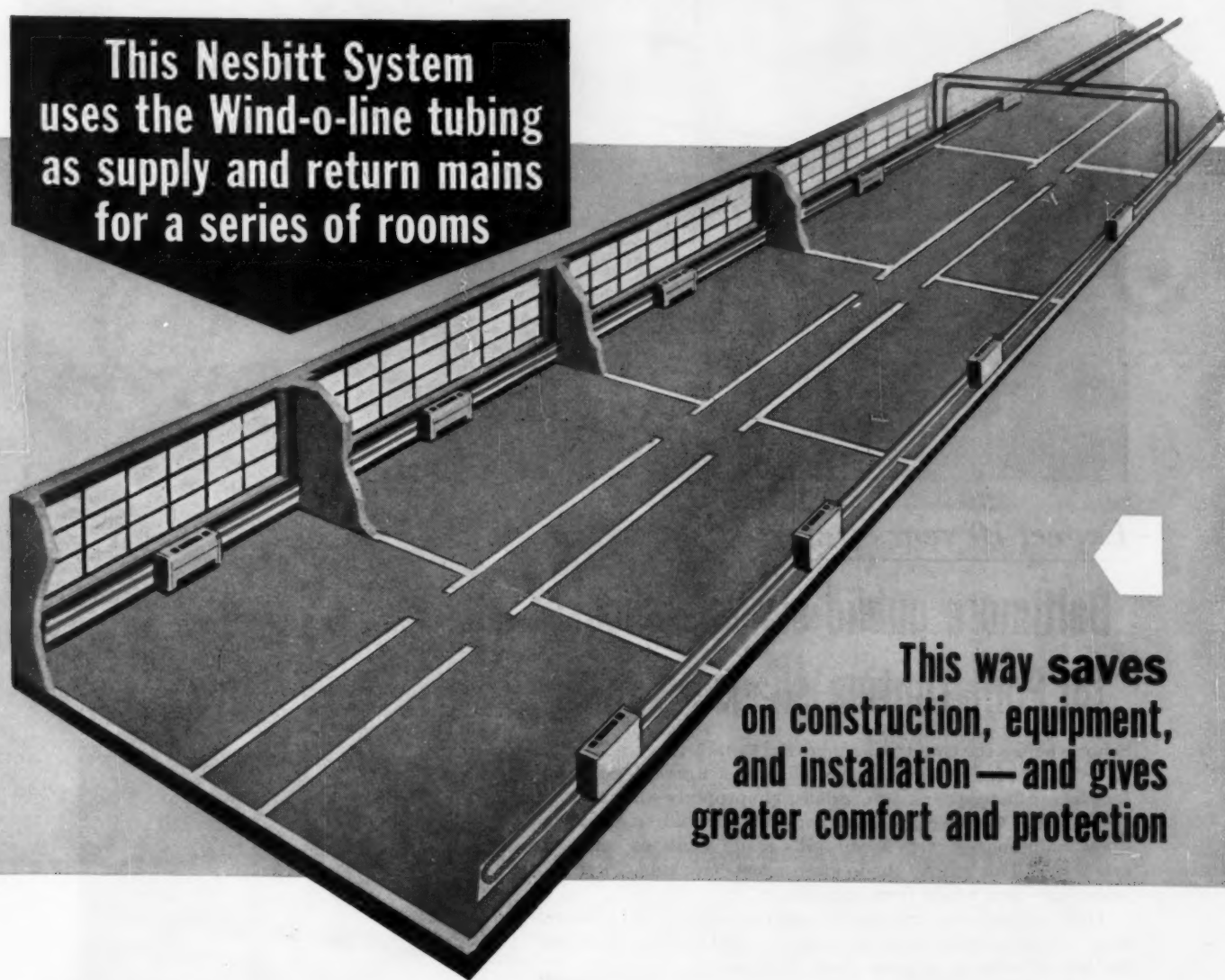
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HEATING AND VENTILATING EQUIPMENT

Made and sold by John J. Nesbitt, Inc., Philadelphia 36, Pa.
Sold also by American Blower Corporation

WRITE TODAY FOR NESBITT PUBLICATION 104



Expect 10 years' service:

Baltimore public schools choose Du Pont Tontine® shades 9 to 1!

Schools across the country have proved the economy of Du Pont "Tontine"® window shades. These shades offer *genuine* economy: they have a fine appearance, regulate light properly—last and last.

"Tontine" shade cloth takes constant hard use in stride and saves maintenance costs because it's easily scrubbed with soap and water. This sturdy shade cloth resists cracking, fraying or pinholing—won't fade from sunlight.

Help protect your students' eyesight practically and economically...insist on window coverings made with Du Pont "Tontine," the *proven* value in window shade cloth available in styles to fit *any* school need.

"Tontine" is Du Pont's registered trade-mark for its washable window shade cloth.

GET FREE BOOKLET that tells how to measure shade cloth durability—just mail the coupon below.



New Baltimore public school uses Du Pont "Tontine" window shades effectively and economically to carry out its clean, modern design.



Constant use is no problem with long-wearing "Tontine" shades. And see how much beauty and screened light they add to this Baltimore classroom.

Du Pont TONTINE®

Washable Window Shade Cloth



BETTER THINGS FOR BETTER LIVING . . . THROUGH CHEMISTRY

E. I. du Pont de Nemours & Co. (Inc.), Dept. ^B-55
Fabrics Div., Nemours Bldg., N-11508, Wilmington 98, Del.

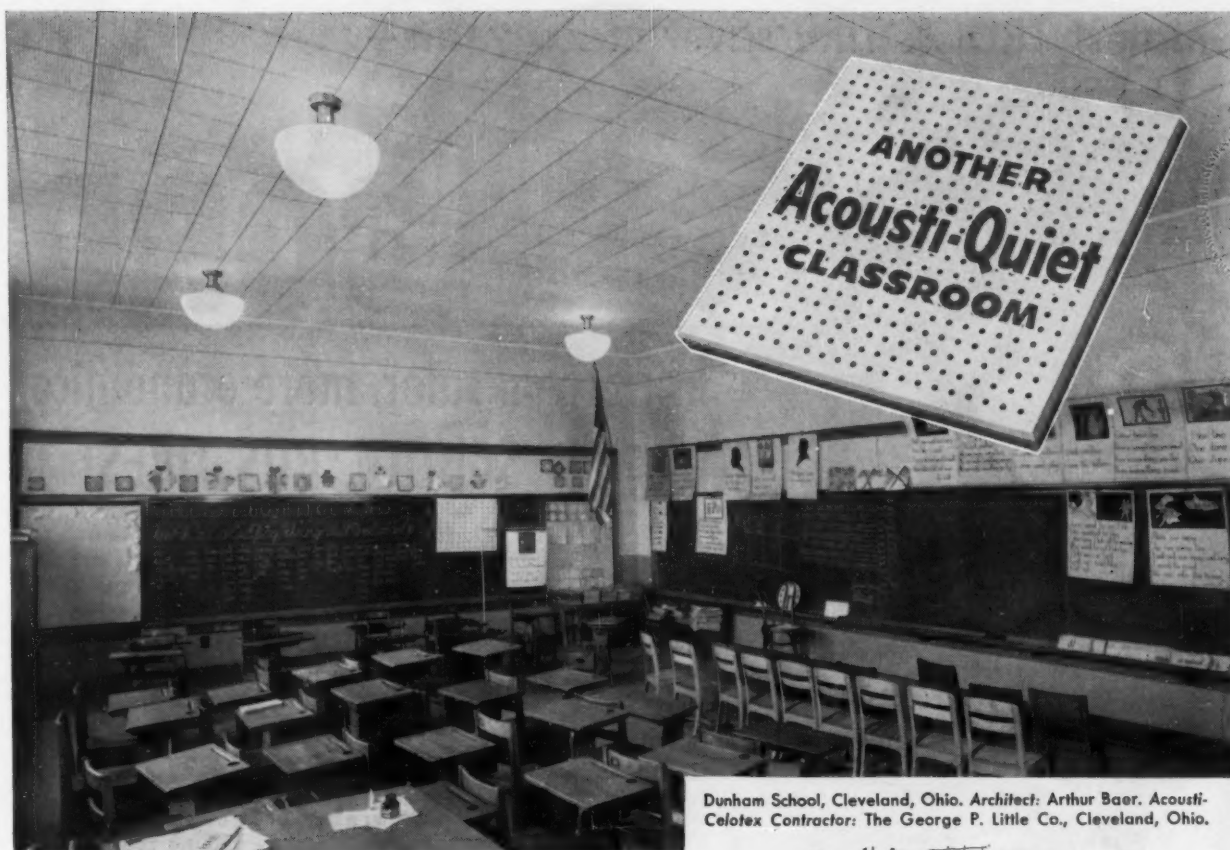
Please send me the free booklet telling how to measure the DURABILITY of window shade cloth.

Name _____ Title _____

Organization _____

Address _____

City _____ State _____



Dunham School, Cleveland, Ohio. Architect: Arthur Baer. Acousti-Celotex Contractor: The George P. Little Co., Cleveland, Ohio.

Readin', Writin'... and **QUIET**

The modern school board realizes today that *learning* involves more than merely exposure of the student to knowledge. A seemingly "slow" child often may be simply the victim of uncontrolled noises that interfere with concentration, retard study. To give every youngster an equal chance for unhindered education, many of the nation's schools are utilizing Acousti-Celotex Sound Conditioning.

Effective Solution—The Board of Education of Cleveland, Ohio, totally endorses acoustical treatment for its school buildings. In the Dunham School, the entire structure was sound-conditioned with economical ceilings of Acousti-Celotex Tile. Disturbing sounds are checked in classrooms, library, study halls, corridors, foyers, gyms, cafeterias. The *quiet comfort* thus makes learning... and teaching... far more pleasant.



Easily Maintained—Quickly installed in existing school buildings or during new construction, Acousti-Celotex Tile needs no special maintenance thereafter. It has exceedingly high sound-absorption value. And it offers a wide variety of beautiful surfaces which may be washed *repeatedly* and painted *repeatedly* without loss of sound-absorbing efficiency.

Mail Coupon for a Sound Conditioning Survey Chart that will bring you a free analysis of the noise and acoustical problems in your school, plus a free factual booklet, "Sound Conditioning for Schools and Colleges." No obligation.



ACOUSTI-CELOTEX
REGISTERED U. S. PAT. OFF.
Sound Conditioning

Products for Every Sound Conditioning Problem—The Celotex Corporation, 120 S. LaSalle Street, Chicago 3, Ill. In Canada: Dominion Sound Equipments, Ltd., Montreal, Quebec.

—Mail Now!—

The Celotex Corporation, Dept. AA-55
120 S. LaSalle St., Chicago 3, Illinois

Without cost or obligation, please send me the Acousti-Celotex Sound Conditioning Survey Chart, and your booklet, "Sound Conditioning for Schools and Colleges."

Name _____
Institution _____
Address _____
City _____ Zone _____ State _____

Greatest TRUCK TIRE saver in 20 years—

3-TCORD

brings you safer, more economical
SCHOOL BUS TIRES!

YOU SEE, it was Goodyear's unflagging search for tougher, more stable, more durable *truck tire cord* that led to our patented Triple-Tempering process—and to the finest school bus tires ever offered at regular prices!

We spent millions of man-hours, millions of dollars, perfecting 3-T CORD—and in 1954 announced it for all Goodyear tires. But we made no exaggerated claims. We decided to let the *hardest users*—America's truck and bus operators—write the verdict.

And they did. Now, after 12 months of all kinds of service on highways, byways and no roads at all, *users' reports* add up to this:

Bruise breaks, heat blowouts — practically things of the past!

Excessive growth, flex failure, ply separation — virtually ended!

Up to 30% longer mileage — more recaps — because body lasts longer!

Far fewer road delays — far lower tire-cost-per-mile!

All those extra operating savings, all that extra safety—at *regular bus tire prices*! But remember—you get 3-T CORD in Goodyear tires *ONLY*. Bear that in mind when you buy or specify.

TRACTION HI-MILER

24% more safe traction
—up to 47% longer
tread life

plus the phenomenal
strength and endurance of

3-TCORD
NYLON or RAYON
at regular prices for each



Hi-Miler—T. M. The Goodyear Tire & Rubber Company, Akron, Ohio



Look for this sign; there's a
Goodyear dealer near you.

GOOD YEAR

MORE PEOPLE RIDE ON GOODYEAR TIRES THAN ON ANY OTHER KIND



the cure for sight fatigue... **GUTH** school lighting

Little hands can't rub away the itch and burn of eyestrain. Free your school of out-dated lighting with its irritating shadows and glare.

There's a Guth Lighting specialist near you... waiting for a call to visit your school. You'll be surprised at the simplicity of his suggestions ... the low initial cost and economical upkeep of Guth Lighting.

Write for complete information on Guth School Lighting today and the name of your nearest Guth Lighting specialist.



trusted

name in lighting since 1902

THE EDWIN F. GUTH CO. • ST. LOUIS 3, MO.

Are they throwing your money

HERMAN NELSON DRAFT/STOP SYSTEM COOLS CLASSROOMS COMFORTABLY WITHOUT WASTING COSTLY FUEL.

O PEN classroom windows are an open admission of waste. Heat you've paid for—and don't need—is literally being thrown out the window. It's a double tragedy because, beside the dollar loss, classroom comfort is "out the window", too.

Herman Nelson DRAFT|STOP eliminates these costly fuel losses "automatically". Actually, during classroom occupancy, heating is a minor function of the unit. Its major responsibility is cooling—introducing outdoor air in sufficient quantities to compensate for the "free" heat contributed by students, lights and solar effect. Even Herman Nelson's method of draft elimination requires no heat which both simplifies the cooling problem and saves more fuel dollars.

Comfortable classrooms, closed windows and cash savings! No wonder budget-minded schools are Herman Nelson's best customers. For complete information, see our catalog in Sweet's Architectural File, or write Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., Louisville 8, Kentucky.



MICHIGAN. Classroom comfort in a modern setting. Herman Nelson Unit Ventilators provide ideal thermal conditions, day and night, at lowest cost for Grosse Pointe University School, Grosse Pointe, Mich. Superintendent of Schools: John Chandler, Jr.; Architect: Leinweber, Yamasaki & Hellmuth; Engineer: William Brown; Mechanical Contractor: W. J. Rewoldt Co.

DRAFT STOP

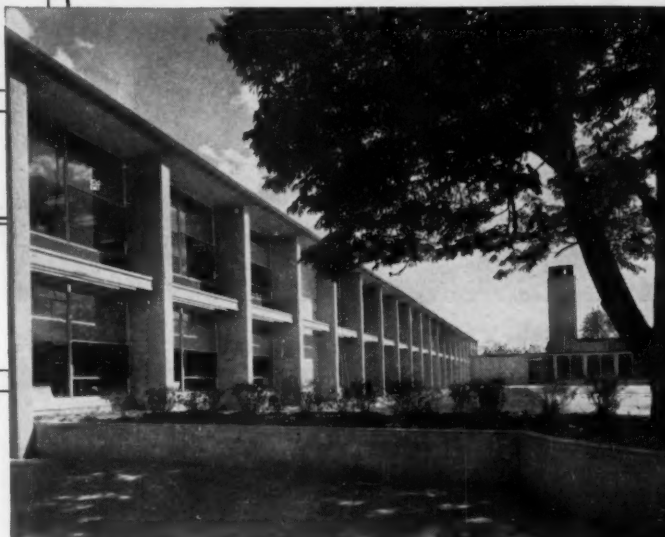
Provides
**COOLING, HEATING
VENTILATION, ODOR CONTROL
DRAFT ELIMINATION**
All at minimum cost

herman nelson
UNIT VENTILATOR PRODUCTS

AMERICAN AIR FILTER COMPANY, INC.

SYSTEM OF
CLASSROOM COOLING, HEATING AND VENTILATING

out the windows?



OHIO. Every window closed and every room comfortable! Garfield Elementary School, Columbus, Ohio, depends upon Herman Nelson DRAFTSTOP System for complete cooling, heating and ventilating. Superintendent of Schools: N. G. Fawcett; Principal: Charles P. Blackburn; Architect: Brooks & Coddington; Engineer: Ralph & Curl; Mechanical Contractor: Huffman-Wolfe Co.

NORTH CAROLINA. Quiet please! Open windows won't invite distracting noise and drafts into this library. Herman Nelson DRAFTSTOP System keeps temperature at comfort level at all times for the Alfred G. Griffin School, High Point, N. C. Superintendent of Schools: Dean B. Pruetts; Architect: Voorhees & Everhart; Engineer: Watson & Hart; Mechanical Contractor: White Engineering Co.



OTHER

AAF



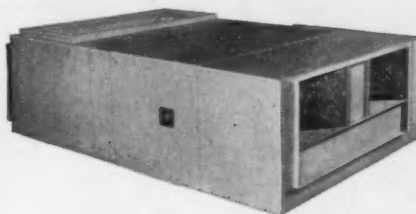
SCHOOL PRODUCTS

Goodbye Mr. Chips! AAF Type D ROTO-CLONE designed for dust control of school woodworking shops. Unit is self-contained and requires little space. Ask for Bulletin 272-EI.



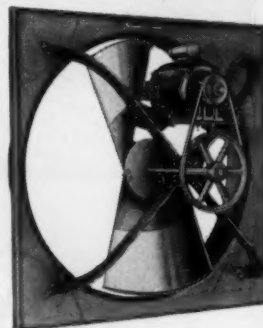
FOR WOODWORKING SHOPS

FOR AUDITORIUMS



Comfort for crowds! Herman Nelson Auditorium Unit Ventilator with the exclusive acoustical silencer is the package answer to heating, cooling and ventilating gymnasiums and auditoriums. Ask for Bulletin 650.

Hurricane Herman! Herman Nelson Propeller Fans, direct or belt drive, are designed for the efficient economical ventilation of laboratories, lavatories, kitchens and locker rooms. Ask for Bulletin 800.



FOR CAFETERIA EXHAUST

HERMAN NELSON UNIT VENTILATOR PRODUCTS

American Air Filter Co., Inc. Dept. AJ-5
Louisville 8, Kentucky

I would appreciate receiving literature describing the following products—

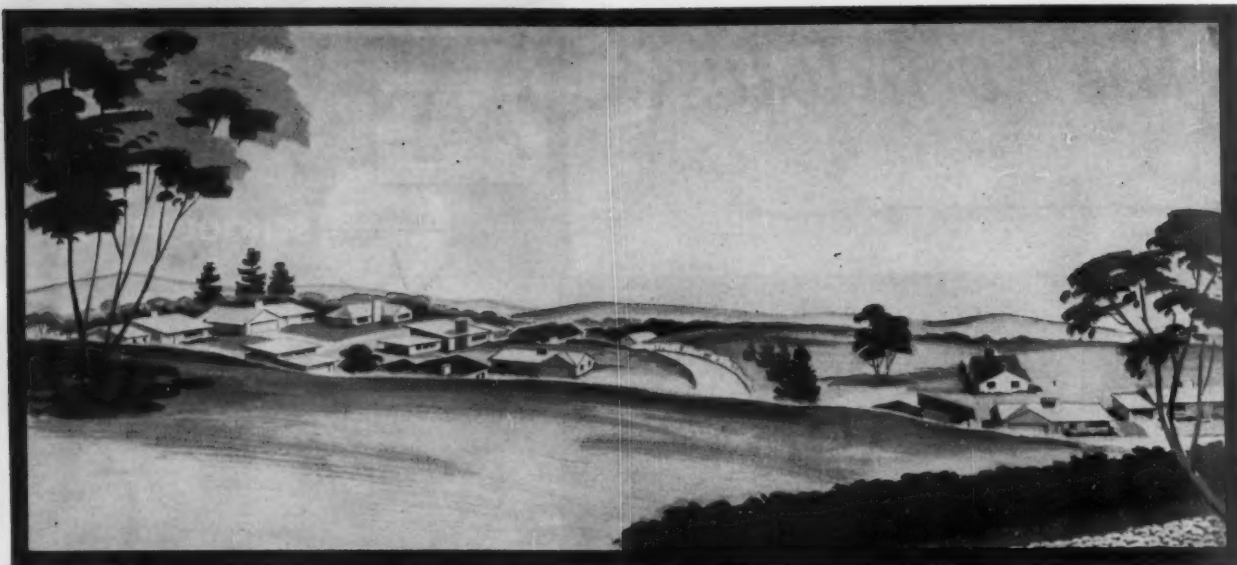
- ☐ Classroom Unit Ventilators
- ☐ Auditorium Unit Ventilators
- ☐ Propeller Fans
- ☐ Dust Control Units

Name _____

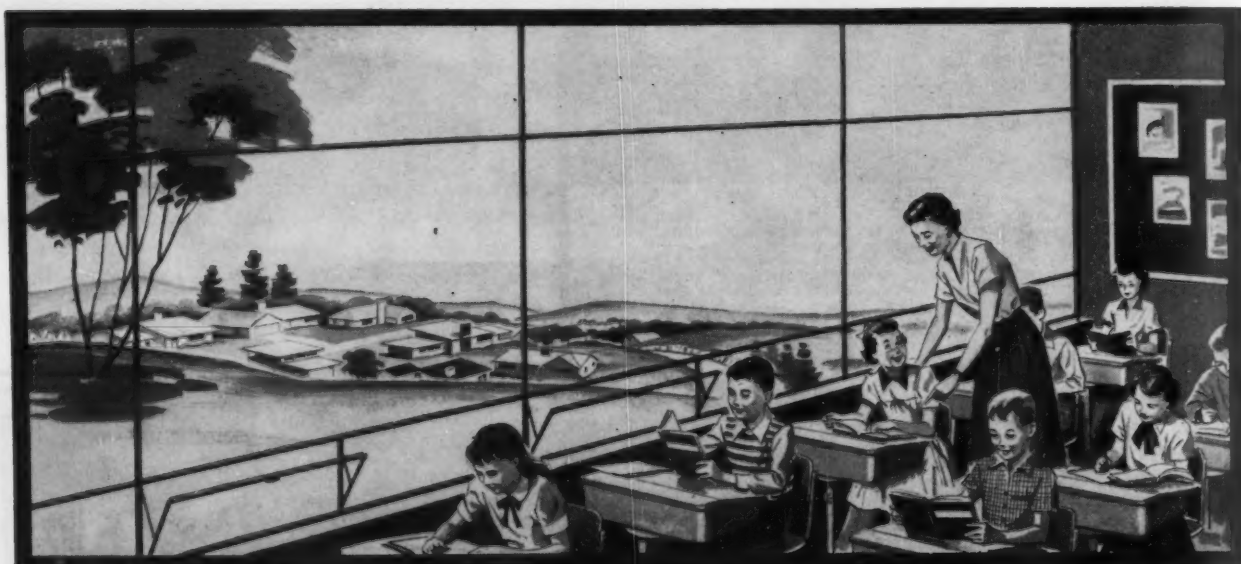
Address _____

City _____

State _____



Nature is a happy part



of the modern classroom

A "Daylight Wall" classroom is a happier classroom because it doesn't shut nature out . . . or children in.

Clear glass from wall to wall and sill to ceiling gives the whole room a feeling of bright alertness and openness.

Cuts costs, too. Artificial lighting isn't needed so much. There's less wall area to paint

and maintain, and lower construction costs.

In cold climates, your daylight walls should be *Thermopane** insulating glass for maximum comfort and heating economy. Write for your free copy of *How to Get Nature-Quality Light for School Children*. Dept. 4055, Libbey-Owens-Ford Glass Company, 608 Madison Avenue, Toledo 3, Ohio. ®



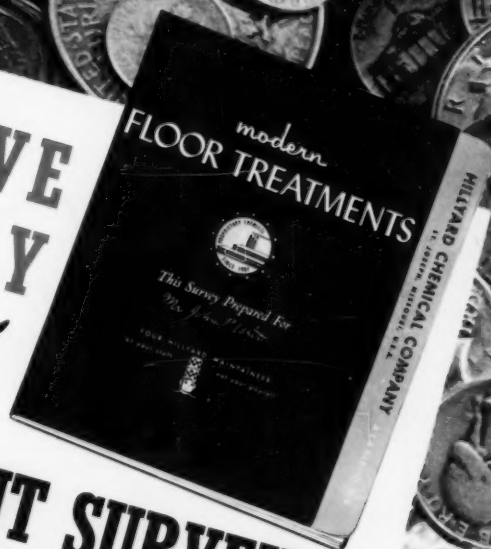
THERMOPANE • PLATE GLASS • WINDOW GLASS

DAYLIGHT WALLS

... THAT LET YOU SEE

LIBBEY • OWENS • FORD GLASS COMPANY, TOLEDO, OHIO

You can SAVE
REAL MONEY
with a
Hillyard
FLOOR TREATMENT SURVEY



ST. JOSEPH, MO.
Passaic, N. J. • San Jose, Calif.
Branches and Warehouses in Principal Cities

turn
page

Save **TWO** ways with a **HILLYARD PLAN**

1.

PLANNED METHODS

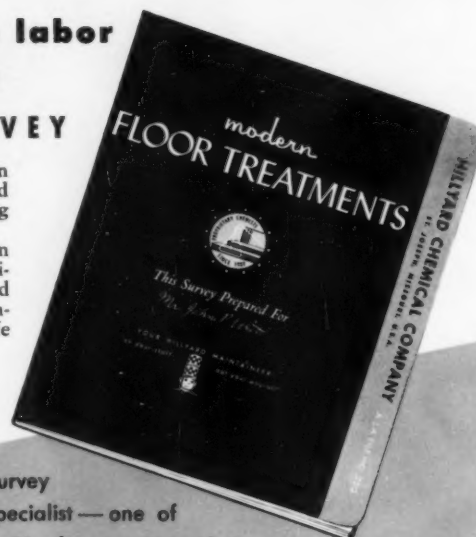
save labor
time

FREE FLOOR TREATMENT SURVEY



Here's the Hillyard way of giving personalized help on floor problems, their treatment and care. The Hillyard survey is *not* a catalog—it's a *factual* study tailoring floor care to your individual needs.

Your survey (A) *Coordinates* procedures as they pertain to different types of flooring, areas in which laid, estimated traffic loads, and standards of appearance and cleanliness desired. (B) *Programs* treatment and maintenance to meet these standards and add years of life to your floors.



HILLYARD
"THE MAINTAINER"

The man who makes the survey
is a registered floor treatment specialist—one of
125 Hillyard Maintaineers located in key cities for on spot service.

Through the co-operation of this nation-wide staff, we are able to show you
more beautiful floors at a lower annual cost of material and great
savings of labor. This help is free. He knows how to save you money every step of the way.

"... on your staff, not your payroll."

2.

SPECIALIZED PRODUCTS

safe to walk on
safe for your floors

Built-in Quality Keeps the NEW LOOK LONGER

ONE-SEAL

Protects terrazzo and
cement from pitting,
staining—for easy care,
lifetime wear. U/L ap-
proved.

Hillyard, Proprietary Chemists since 1907, own and control formulas,
copyrights and trademarks, manufacture their own treatment and
maintenance products for exclusive distribution.

Every Hillyard product is the result of research that *anticipates* the
need for improved products to reduce labor costs, increase safety—
that meet the approval of flooring manufacturers and contractors.
Specified by leading architects. Let the Maintaineer show you how
efficient Hillyard products can save you work in daily use.

Cem-Seal

Stops cement dusting.
No delay with this
quick-dry sealer.

SUPER Hil-Brite

Saves 3 out of 4 wax-
ings, avoids costly strip-
ping and rewaxing.
U/L approved.

hil-tex

Protects asphalt, other
resilient floors against
softening, dulling, dis-
coloring. U/L approved.

TROPHY

Wears twice as long as
ordinary wood finishes,
only 1 coat is neces-
sary. U/L approved.

SUPER SHINE-ALL

Neutral chemical
cleaner safe for all
floors. Eliminates rins-
ing. U/L approved.

MANUFACTURERS OF TRUSTED BRANDS KNOWN THE WORLD OVER FOR QUALITY

HILLYARD CHEMICAL CO.

St. Joseph, Mo.

Please have your nearby Hillyard Maintaineer show
me how I can save real money on floor care.

Name _____ Title _____

Institution _____

Address _____

City _____ State _____

Send today
for a **FREE**
FLOOR TREATMENT
SURVEY

HILLYARD CHEMICAL CO.
St. Joseph, Mo.



"After 33 years of hard, all-purpose use



for gymnasium classes

intra-mural games

track

basketball

wrestling and boxing

fencing

plus—
years of military drill

Architects for Marquette University Gymnasium were: E. Brielmaier & Sons Company, Milwaukee.

"—a player couldn't ask for a finer gym floor than Marquette's own!"

says JACK NAGLE

Head Basketball Coach, Marquette University, Milwaukee, Wis.

"A properly laid floor of resilient, bright Northern Hard Maple surpasses any other surface I know of for the modern game of basketball," says Jack Nagle, Coach of the Marquette University Warriors. "Our floor was laid in 1922. After 33 years of strenuous use, and with only ordinary maintenance routine, it's still as fine a floor as any our teams have played on. Certainly Hard Maple's natural characteristics are superior to those of any synthetic gym floor surface I've yet seen."

Coach Nagle's esteem for "the finest floor that grows" is echoed by leading athletic authorities throughout the land. And surely their opinions are valid, since their two prime concerns are the physical welfare of the young people they guide and the excellence of the team play they exhibit.

The third grave concern today—economy with the School's never-too-plentiful building dollars—would surely seem to be well served by the rugged endurance this 33-year-old floor has exhibited. Specify MFMA-millmarked genuine Northern Hard Maple with the confidence it has earned.

MAPLE FLOORING MANUFACTURERS ASSOCIATION
Suite 588, Pure Oil Bldg., 35 E. Wacker Drive, Chicago 1, Ill.

naturally, it's

"foot-friendly"

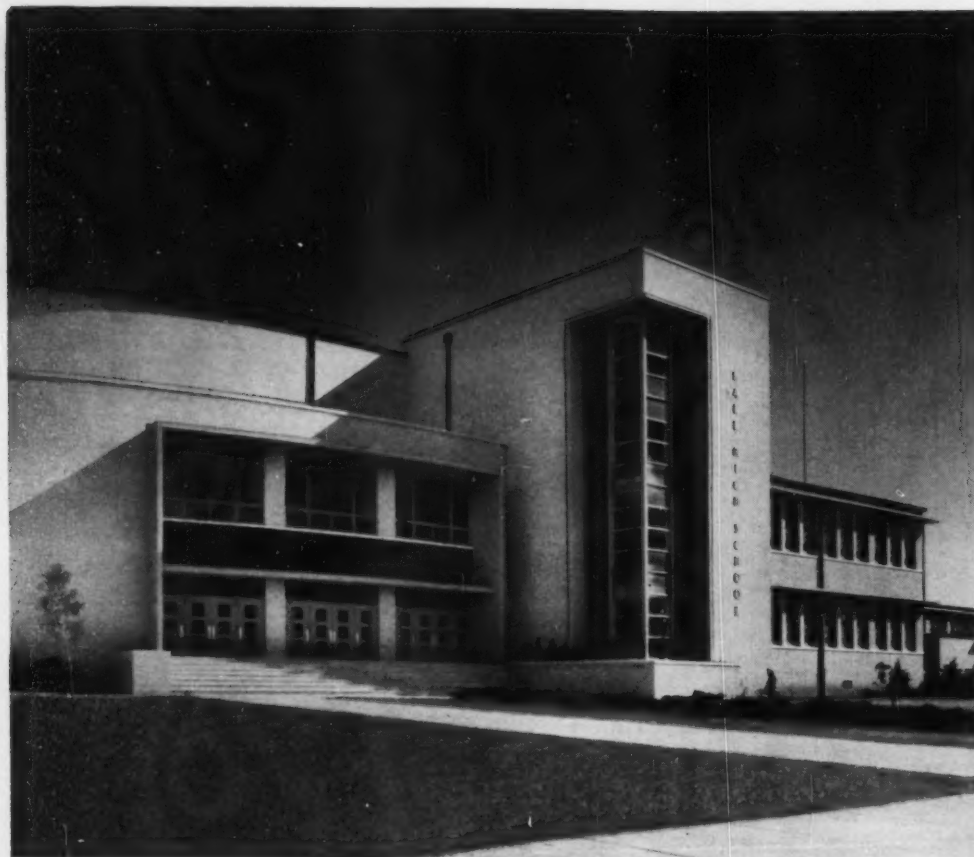
NORTHERN HARD MAPLE



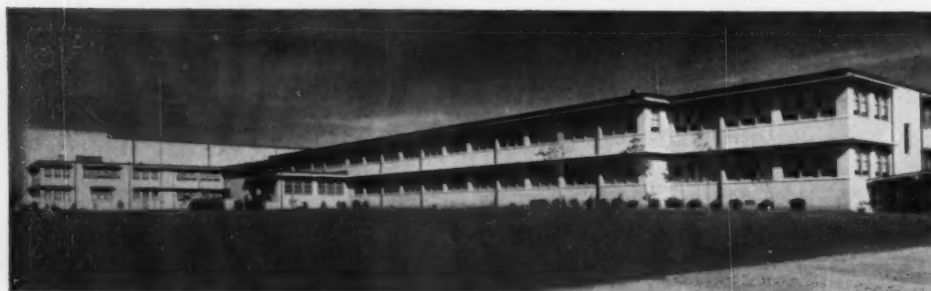
His Marquette Warriors ended
their 1954-55 Season with
24 Victories (22 Consecutive)
3 Losses
Regional Finalists, NCAA, 1955
Tournament Play at
Evanston, Ill.
Won 2 Lost 1

the finest
floor
that grows

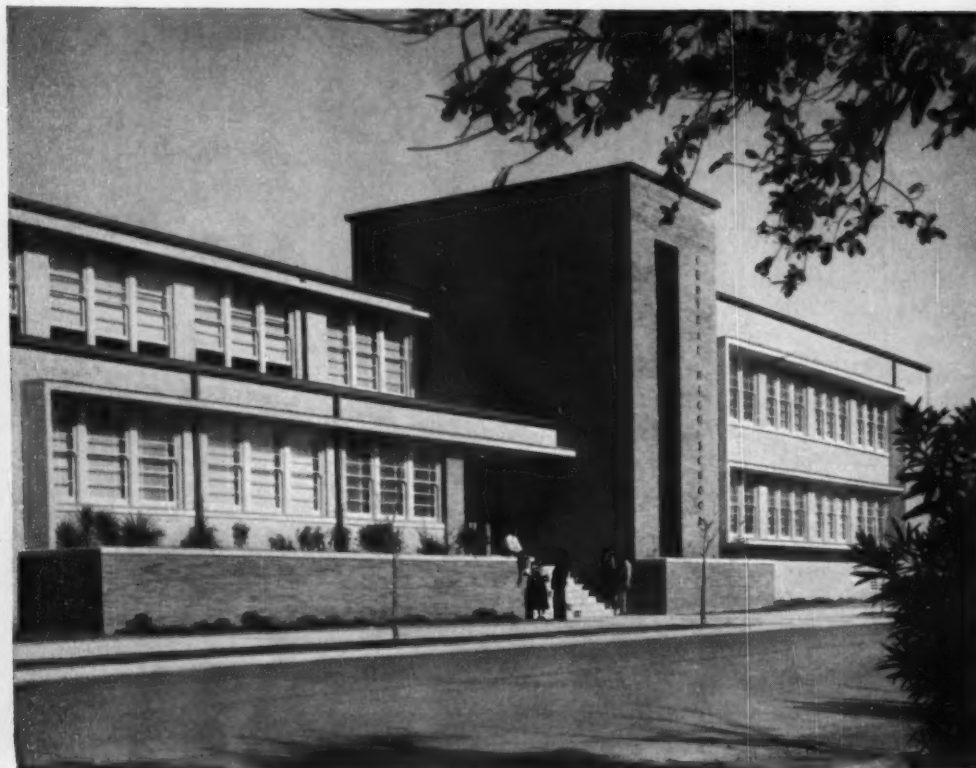
See Sweet's
(Arch. 12J-MA)
for full data.



BALL HIGH SCHOOL, GALVESTON, TEXAS • See Rear View Below



Below: CENTRAL HIGH SCHOOL, GALVESTON, TEXAS



Architects for both buildings
PRESTON M. GEREN,
Fort Worth, Texas
R. R. RAPP,
Galveston, Texas

Mechanical Engineers
YANDELL, COWAN & LOVE
Fort Worth, Texas

Plumbing and Heating Contractor
A. J. WARREN
Galveston, Texas

Powers automatic temperature control is used throughout both schools which are alike in facilities and general design. Both have modern gym, cafeteria, swimming pool and showers. Photos below indicate excellence of interior design.



Drama and Public Speaking Classroom



Relaxation Area near Cafeteria Entrance

Maximum
Schoolroom Comfort and
Fuel Economy is
Assured by Powers Control

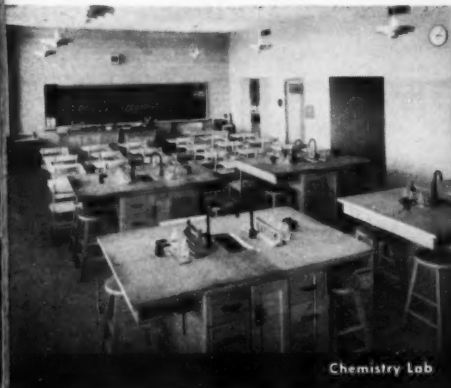
They kept it simple ... in these modern Galveston schools

Heating ... Ventilating ... Showers ... Water heaters are all regulated by

POWERS

Temperature Control

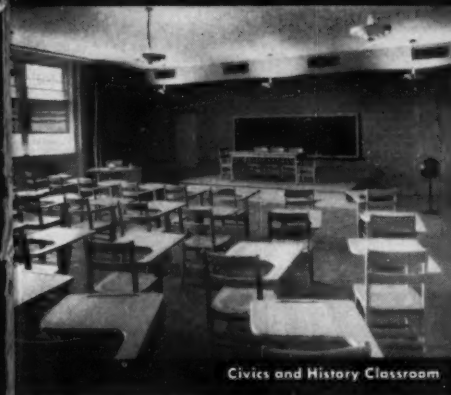
One dependable Source, one responsibility, for satisfactory performance and service if required, is one of the many reasons why so many buildings are equipped throughout with Powers temperature control.



Chemistry Lab



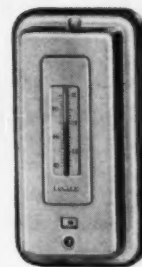
Auditorium



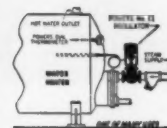
Civics and History Classroom



Home Economics Classroom



Each School has Individual Room Control of heating and ventilating.



Powers No. 11 Regulators Control Domestic Water Heaters also Swimming Pool Heaters.



Boys and Girls Showers also are Thermostatically controlled by Powers

When you want automatic temperature control with the time-tested-and proven-dependable features of Powers regulation, call our nearest office or write us direct.



THE POWERS REGULATOR COMPANY

SKOKIE, ILLINOIS

Offices in chief cities in U.S.A., Canada and Mexico

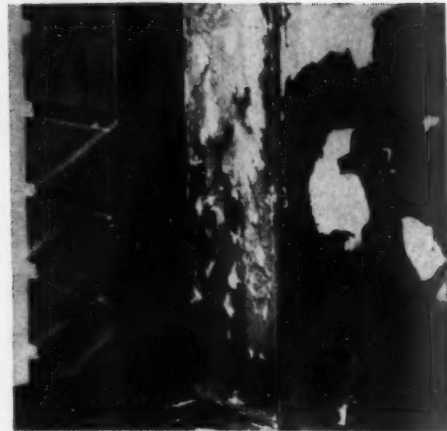
See your phone book

Over 60 years of Automatic Temperature and Humidity Control

Huge School System



Leaks were serious in this older school, so brick was repointed then coated with silicone repellent. Results: Weatherwise, the school is better than new!



Here's the kind of damage to interiors that driving rain, soaking right through the wall, can cause inside of six months:

Approves Silicone Masonry Water Repellent



AFTER "invisible raincoat" made with LINDE Silicones was applied outside, the same type paint used before was in perfect condition after another six-month period.

A remarkable "invisible raincoat" is already protecting a half million square feet of wall, on over 30 of the 300 schools in a great eastern city. Known as "above-grade masonry water repellent," it is made with LINDE Silicones.

The school system's maintenance engineers report that it is easy to use and lastingly effective. Besides treating many older schools, they are applying it to all new schools as erected.

Rain leaks and seepage are ended, eliminating costly damage to interior plaster, paint, and woodwork. Masonry damage due to water absorption

and freezing has been stopped. Rain simply washes dirt right down to the ground.

Above-grade masonry water repellents made with LINDE Silicones dry in three hours to a colorless, shineless finish. They reach the correct depth for maximum effectiveness. They let walls "breathe" so moisture entrapped before treatment can escape.

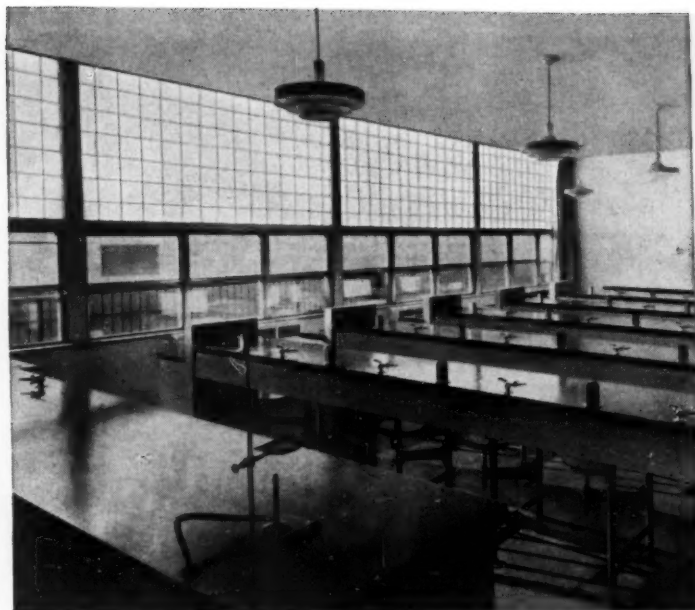
No wonder more and more brick, masonry and concrete buildings of all types now wear "invisible raincoats" made of LINDE Silicones! Write for full details and a list of representative suppliers. Address Dept. G-5.

FOR SILICONES LOOK TO

Linde
AIR PRODUCTS
COMPANY

A DIVISION OF
UNION CARBIDE
AND CARBON CORPORATION

General Offices: 30 East 42nd Street, New York 17, N. Y.
IN CANADA: Dominion Oxygen Company, Division Union Carbide Canada Limited
The term "Linde" is a registered trade-mark of Union Carbide and Carbon Corporation



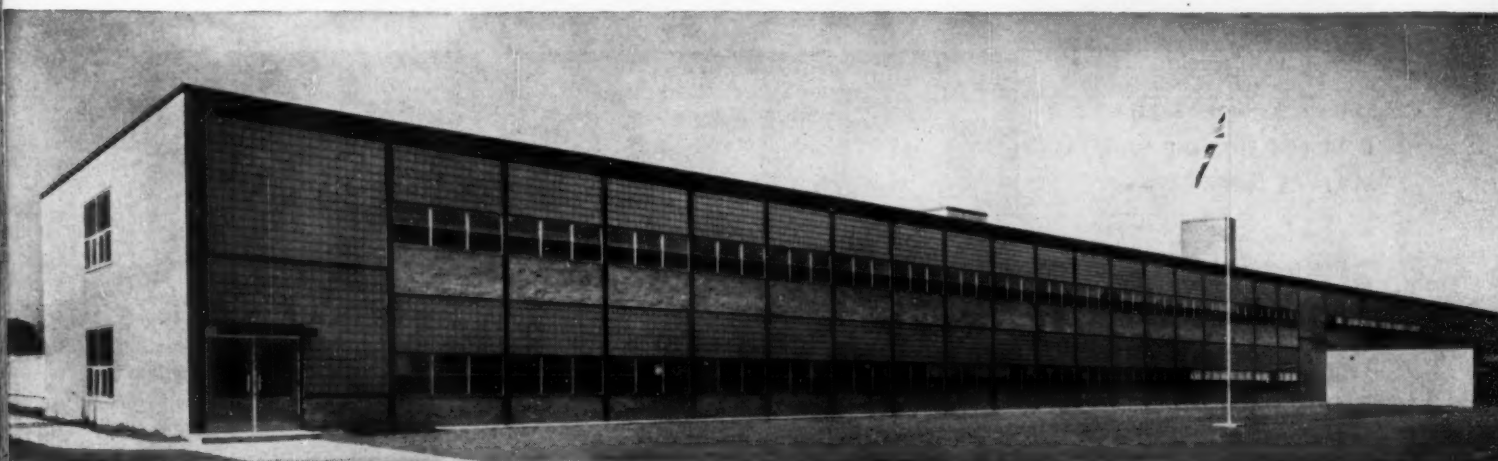
Laboratory in classroom wing of the George Harvey School, York Mills, Ontario, Canada. John B. Parkin Associates, architects and engineers. Bennett-Pratt, Ltd., general contractor.

OWENS-ILLINOIS GLASS BLOCK*

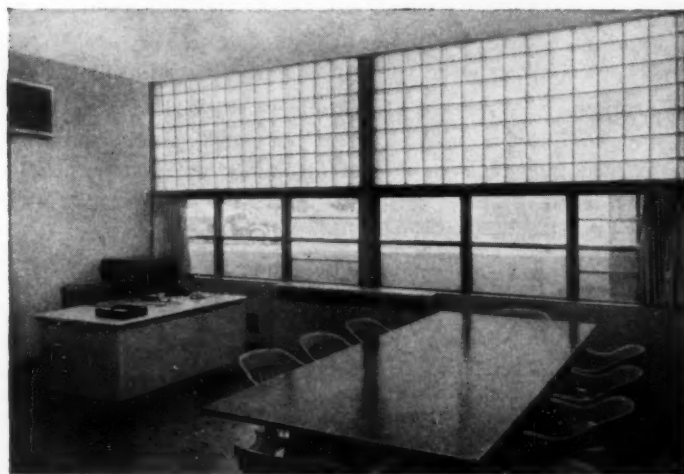
help this modern
industrial school

make maximum use
of daylight

HERE IS A SCHOOL that will make maximum use of free daylight . . . will be easier to heat in winter . . . will be easier to maintain. The reason? Panels of Owens-Illinois light-directing Glass Block.



The new George Harvey Vocational School fills several needs in the community; it has a classroom wing for academic work; it has a shop wing; it has recreational facilities to be used by the entire community.



Office in the administrative section. Classrooms are separated from gymnasium and shop wings. Both teachers and students report they like the light, airy quality glass block give to their rooms.

GREAT USE of natural lighting has been made part of the building plan. With panels of Owens-Illinois Glass Block, daylight is directed upward and diffused over all parts of the schoolroom all day long. The combination of light-directing glass block and vision strip keep brightness at comfortable levels, provide vision and ventilation. Excessive glare and harsh contrasts are eliminated. Because glass block insulate so efficiently heating costs are cut.

If you are in the process of remodeling old structures, or building new ones, don't overlook the positive advantages—maintenance economies; better seeing conditions—that panels of glass block bring. For complete information write Kimble Glass Company, subsidiary of Owens-Illinois, Dept. AS-5, Toledo 1, Ohio.

*Formerly known as INSULUX

OWENS-ILLINOIS GLASS BLOCK
AN **(I)** PRODUCT

OWENS-ILLINOIS
GENERAL OFFICES • TOLEDO 1, OHIO



HOME FURNISHINGS WORK AREA



PERIODICALS STORAGE AREA

ONEONTA GOES MUTSCHLER

...all the way!

ENTIRE HOME ECONOMICS BUILDING OF
STATE TEACHERS COLLEGE AT ONEONTA,
NEW YORK, IS MUTSCHLER EQUIPPED.

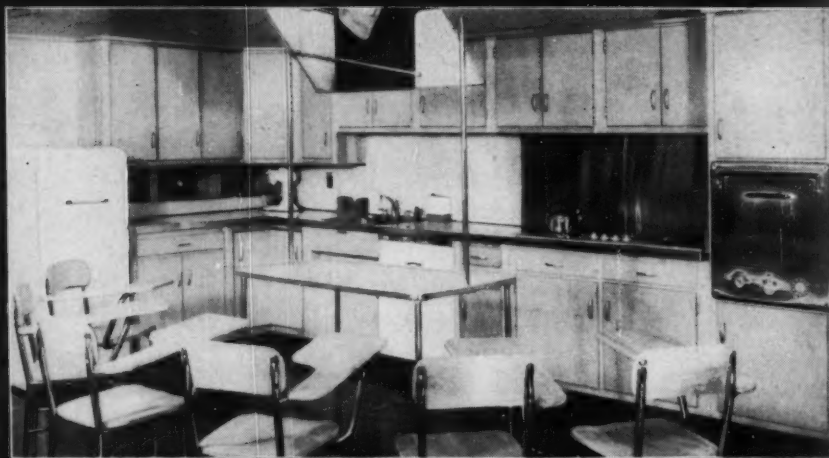


finest in institutional and
domestic cabinetwork since 1893

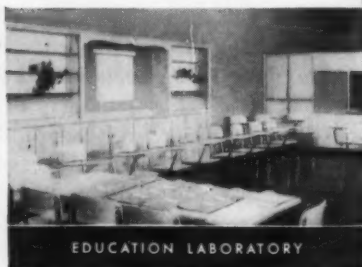
OTHER MUTSCHLER EQUIPPED DEPART- MENTS INCLUDE

Foods Laboratory
Laundry & Work Room
Nutrition Laboratory
Clothing Laboratory
Education Laboratory
Work & Storage Rooms

—Installation by School Equipment,
Inc., Syracuse, New York, under
the supervision of Miss Martha S.
Pratt, Director of Home Economics.



FOODS DEMONSTRATION KITCHEN



EDUCATION LABORATORY

Like so many schools of the nation, Oneonta State Teachers discovered they could get more for their money with Mutschler.

The comprehensive services of Mutschler sales engineers cover consultation and advice on the latest in homemaking department design and equipment... as well as planning the installation. This service costs nothing extra. In fact, you may consult a Mutschler specialist at any time without obligation whatsoever.

If you are planning a remodeling or building program, may we suggest you contact your nearest Mutschler sales representative listed below.

MUTSCHLER BROTHERS COMPANY, Nappanee, Indiana

SALES OFFICES

NORTHEAST

RAY S. SNIDER COMPANY—New York 17, N. Y.; Maine, Vermont, New Hampshire, Conn., Mass., Rhode Island, New Jersey (north)
W. S. BALLOU—Massapequa, L.I., New York; New York City, Long Island
SCHOOL EQUIPMENT, INC.—Syracuse 3, N. Y.; New York State
AMERICAN SEATING CO.—Philadelphia 30, Pa.; Pennsylvania, New Jersey (south) Delaware

SOUTHEAST and SOUTH

SOUTHERN DESK COMPANY—Hickory, N. Carolina; Maryland, West Virginia, Virginia, North Carolina, Tennessee, Mississippi
AMERICAN SEATING CO.—Atlanta 3, Georgia; South Carolina, Georgia, Alabama, Florida
ALL STATE SUPPLY CO.—Little Rock, Arkansas; Arkansas

NORTH CENTRAL

HALDEMAN-LANGFORD CO.—St. Paul 4, Minnesota; Minnesota
V. A. STUMP—Middleton, Wisconsin; Wisconsin
P. O. WILKINS—Dearborn, Michigan; Michigan
J. S. LATTI AND SON—Cedar Falls, Iowa; Iowa
I. P. REIGER COMPANY—Bellwood, Illinois; Illinois
BURNS SALES COMPANY—Indianapolis 8, Indiana; Indiana
KYSER SALES COMPANY—Warren, Ohio; Ohio

CENTRAL

HOOVER BROTHERS—Kansas City 6, Missouri; Nebraska, Kansas, Missouri (western)
CENTRAL SCHOOL SUPPLY CO.—Louisville, Kentucky; Kentucky
LEH A. MAUNE CO.—St. Louis, Mo.; Missouri (eastern)

SOUTHWEST

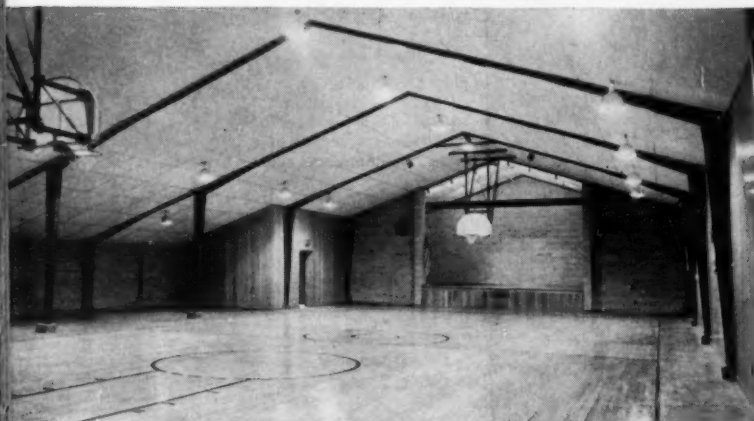
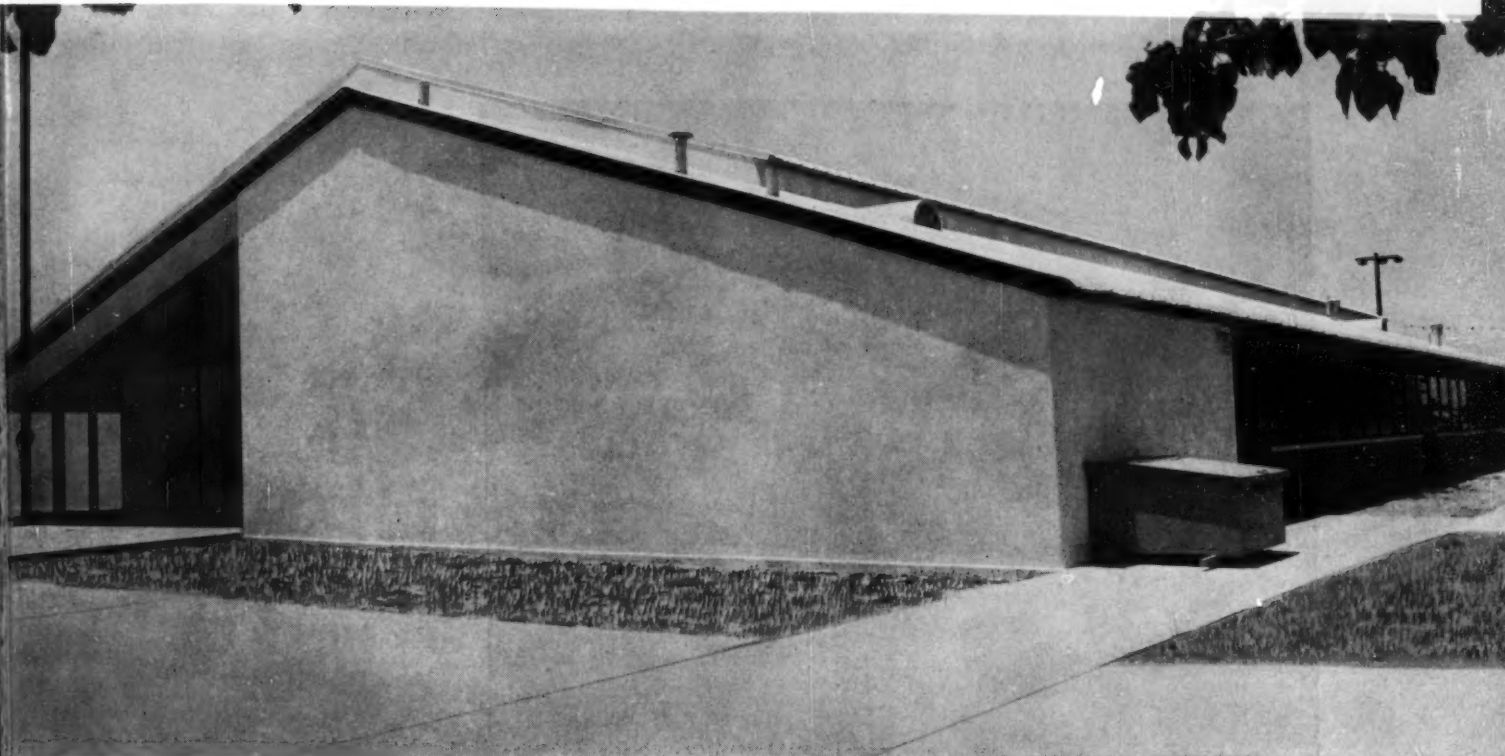
W. C. HIXSON COMPANY—Dallas 2, Texas; Louisiana, Oklahoma, Texas, New Mexico
PESW SUPPLY COMPANY—Phoenix, Arizona; Arizona

WEST

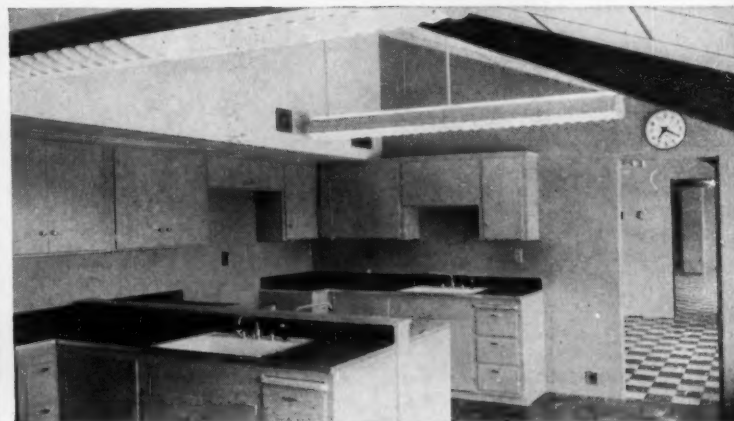
AMERICAN SCHOOL SUPPLY CO.—Denver 2, Colo.; Colorado, Wyoming (eastern)
HULL EQUIPMENT COMPANY—Salt Lake City 2, Utah; Nevada, Idaho, Wyoming (western), Montana
AMERICAN SEATING CO.—Los Angeles 3, California; California (southern)
AMERICAN SEATING CO.—San Francisco 24, California; California (northern)

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who

Alcoa Building, (left), Pittsburgh, Pennsylvania
 Architects: Harrison & Abramovitz
 Associate Architects: Mitchell & Ritchey
 Altenhof & Bown
 General Contractor: George A. Fuller Company
 Date of Adlake Window order: January 25, 1951

North Central Home Office
 Prudential Insurance Company of America,
 Minneapolis, Minnesota
 Architects and Engineers: Magney, Tusler & Setter
 General Contractor: C. F. Haglin & Son's Co.
 Date of Adlake Window order: October 19, 1953

Prudential Insurance Company of America,
 Chicago, Illinois
 Architects: Naess & Murphy
 General Contractor: George A. Fuller Company
 Date of Adlake Window order: November 12, 1953

Shelby County Hospital, Shelbyville, Kentucky
 Architects: Nevin & Morgan
 General Contractor: Otho Tapp
 Date of Adlake Window order: June 24, 1952

City County Building, Detroit, Michigan
 Architects: Harley, Ellington & Day
 General Contractor: Bryant & Detwiler
 Date of Adlake Window order: January 12, 1953

Freeport Motor Casualty Company, Freeport, Ill.
 Engineers and Contractors: The Austin Company
 Date of Adlake Window order: June 2, 1952

East Unit, Baptist Memorial Hospital,
 Memphis, Tennessee
 Architects: Office of Walk C. Jones, Jr.
 Consulting Architects: Samuel Hannaford & Sons
 General Contractor: Harmon Construction Company
 Date of Adlake Window order: June 23, 1953

Rockford Memorial Hospital, (right), Rockford, Ill.
 Architects: Hubbard & Hyland
 Perkins & Will
 General Contractor: Security Building Company
 Date of Adlake Window order: December 26, 1951

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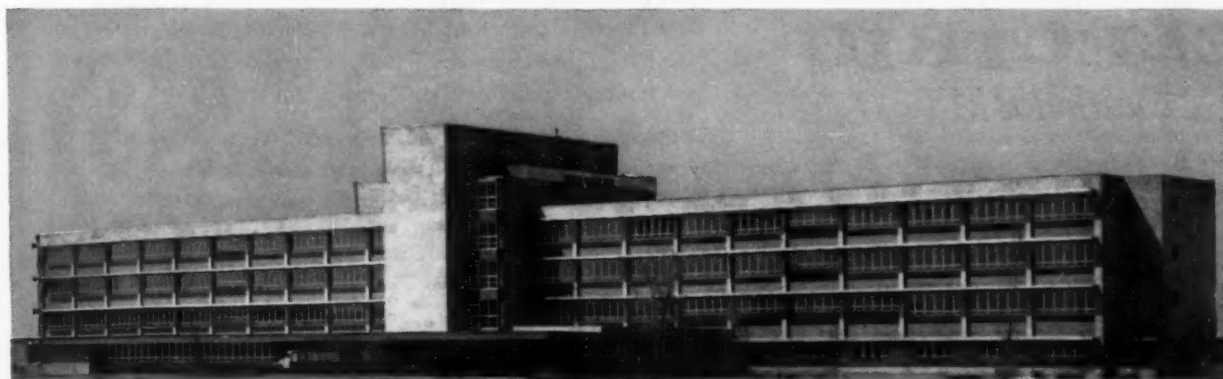
Take a look yourself—at the outstanding buildings listed here. They're all equipped with Adlake Aluminum Reversible Windows. (And just to keep the records all straight, we've put in the dates when the orders were placed with Adlake for the windows.)

As with all Adlake products, these windows had to

undergo extensive testing before they were offered for sale, so the windows were designed and *developed* several years before the first order was placed. We believe Adlake was first with aluminum reversible windows, and until we see some installations that were sold earlier, we'll keep right on thinking so!

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A Presentation of

TEN COMMANDMENTS FOR THE HUMANE ADMINISTRATOR

DOUGLAS E. LAWSON

Southern Illinois University
Carbondale, Ill.

Much has been written and much has been said about the traits which the "successful" administrator must possess. Often it appears that success is measured largely or wholly in terms of sound finance, good buildings, balanced budgets, and favorable publicity. Surely these items are part of the measure of success. But there is another, and equally vital, area of successful administrative performance concerning which this paper proposes to mention some criteria.

First, and simply stated, is the administrator's need for sensitiveness to the feelings of his staff members. A case in point is that of an administrator who rebuked a teacher in the presence of other teachers and some of that teacher's pupils. The teacher, humiliated and angry, said: "I'll never forgive him as long as I live." The administrator, realizing later that he had violated good ethics, apologized privately to the teacher. Since his rebuke had been administered to her in public, she accepted the private apology rather coolly. The confused administrator said later to this writer: "I'll never forgive myself as long as I live." He was correct, of course. Neither the teacher nor he has ever forgiven his blunder.

No conduct on the part of the administrator should ever cause a teacher to "lose face" with other teachers—and especially not with the pupils. To realize this fact, an administrator only needs to imagine how he himself would feel if he were re-

buked by his board in the presence of his teachers.

The first commandment, then, for the humane administrator may be stated:

1. *Do not rebuke or correct any teacher in the presence of students or any other persons.*

Just as the administrator or supervisor holds pride in his field of specialized competence, so does each teacher hold pride in his. The teacher of science presumably has developed competence as a specialist. The kindergarten teacher has prepared herself with the knowledge and skills essential to her specialized kind of work. If the administrator employs the kind of staff members that his school should have, he acquires a group of competent specialists. Each of them presumably knows more about the methods and techniques of his own field than the administrator does. The superintendent or principal is a specialist in over-all planning, in co-ordination, in public relations, and in the large problems of his job as an administrator and leader. He cannot, however, be a competent specialist in all of the areas of teaching—in music, in art, in health education, in primary methods, in remedial reading, and in mathematics.

Yet here is where many an administrator learns to lose friends and antagonize people. He visits the classroom, looks at a teacher's lesson plans or observes a demonstration. Then he is ready to give specialized advice on methods or materials.

The writer was told by one teacher that she and her colleagues had accomplished more and had done better work under one principal than under any other that they had had. "At first we didn't think we would like him," she said: "But at the first staff meeting he reminded us that we were all experts in our own fields and that, when he dropped into our rooms, he would know that he was observing experts in action and would try to learn something from us. And somehow he always made us feel that we were experts; and that made us try even harder."

Every human being has a basic impulse for recognition, praise, and appreciation. The good administrator does not forget that fact.

2. *Praise your teachers, and in the fields of their special preparation walk humbly.*

Other Man's Problems

The sensitive administrator gives an attentive ear to the problems, complaints, and suggestions of those who request a hearing. He is not too self-important or busy to listen to any child or parent.

A busy administrator once said: "There are no unimportant problems. When any person comes to me with a problem, I know that he has come because it seemed important to him. Therefore it is important."

A seemingly insignificant problem may be in actuality a significant one, not because of its "bigness" but because of its duration. A small problem, if unsolved, can be like a grain of sand in the shoe, eventually worrying someone into a condition that will no longer tolerate it. This fact is especially true where someone—a parent, a child, or a teacher—feels that injustice or violation of a principle is in-

volved. There is no such thing as an insignificant injustice or an unimportant principle. The wise administrator will listen. By listening more and talking less, he can find time for sympathetic and courteous attention to every problem which has impelled someone to seek an interview with him. He is doing unto others as he would have others do unto him when he observes the third commandment:

3. *Deal not lightly with any person's problem, but treat it as if it were your own.*

An administrator needs a sense of humor. It is significant that one extensive research study, investigating the reasons why many people fail to establish rapport with children and thus fail in matters of good discipline, has discovered the lack of a sense of humor to be a common deficiency among such failures.¹

An angry principal who had punished two pupils for locking him in his own office, ruefully admitted that he had "lost his temper." He lost also the respect of his pupils who decided that he "couldn't take it."

"But what's so clever or funny about locking me in my office?" he later asked the writer. "After all, that's not a very original or brilliant stunt to think of. Yet they acted as if they had pulled the smartest trick anyone ever thought of!"

"Did you ever do it when you were a boy?" he was asked.

"Sure — that is, we locked a teacher out of the building."

"And wasn't it funny to you then?"

"It was kid stuff!" the principal said; but a momentary smile showed itself, for he was remembering how it felt to be a "kid."

He should have remembered it earlier.

4. *Forget not the days of your youth.*

Employees' Good Influence

Many an administrator, sensitive to the universal needs which all men have for self-esteem, has found an invaluable friend in a lowly employee. The wise superintendent or principal knows that his custodian, or the lowest-paid teacher, or perhaps the broken-down and retired engineer who now earns a meager wage by firing the school boiler each morning, may be a more important citizen in the community than would appear at first. The teacher may be a poor teacher, yet still be a conscientious and loyal staff member. The janitor may be somewhat untutored, yet may know more about what goes on among the pupils after school hours than the administrator knows. And the old engineer may be as wise as he is elderly. His opinion may be highly respected by his friends on the school board, by the parents from his neighborhood, and by the children.

¹Cook, Walter, W., "Personality Characteristics of Successful Teachers," American Association of Colleges for Teacher Education, Seventh Yearbook, p. 68, The Association, 1954.

Honoring Teachers

More than one administrator has discovered that some humble employee was an effective pipeline of information to the board; and others have discovered that such an employee, staunch in his friendship with the front office, can be counted on for good influence with children, good advice in times of stress, and a loyal support of administrative policy.

As principal of an elementary school, the writer once was informed by his office secretary that a "secret meeting" of protest against school policies was scheduled to be held in the home of a third-grader's parents that night and that all the parents of third-graders would be present. The secretary's timely storm warning made it possible for the principal to secure an invitation to the meeting, where the problems were discussed in an atmosphere that gradually lost its coolness. Constructive and friendly agreements were reached, resulting in the change of some policies and the clarification of others.

5. *Honor your custodians and your teachers that your days may be long in the job that the board has given you.*

Causes of Bad Behavior

Every administrator is faced with the responsibility of handling discipline problems. Those that the teachers cannot handle are most likely to end up in his office. With a host of other problems demanding his attention, he is apt to find every discipline case a source of annoyance. Here is his first mistake. Personal feelings of irritation will disqualify him to handle the cases impersonally and judiciously. Furthermore, the expert administrator, grounded in an understanding of psychology and the factors of human motivation, can find in his so-called discipline problems one of the finest challenges to his skill and professional influence.

To look back over his years of administrative experience and recall here and there some "problem child" who has now become a man or woman of eminence and respected influence is one of the great rewards of the administrator's profession — providing he can see in the history of the case the effects of his own wisdom and understanding in handling it.

The Minnesota study, already referred to, found that among those who fail to reach children and establish an effective understanding with them "there is little sense of humor, only a sense of justice perverted by general hostility toward people."²

The records of the Child Guidance Clinic at Southern Illinois University show the case of a boy who had struck his teacher, played truant, refused to participate in group activities, and expressed a determination to quit school. Brought to

²Ibid.

the superintendent's office by a teacher, he cried in almost hysterical defiance. Here, the superintendent said later, was a case that looked like "any other good cause for a sound thrashing." But the superintendent knew that thrashing does not cure misbehavior nor correct its causes. He talked quietly to the boy. Later he referred him to the university's clinical director. Complete study of the case, conducted by a staff of specialists, disclosed a severe endocrinological difficulty. The boy lacking the normal supply of hormones, was an extreme case of hypersensitivity and in serious need of surgical attention. Hospitalized, he underwent two major operations. Within a few years he had made a complete adjustment and remains today a well-integrated, calm, and friendly personality. For his lifetime, he will be indebted to the professional understanding of a wise and competent superintendent.

6. *Let no child be judged by his behavior alone but seek the causes of such behavior that they may be corrected.*

Closely related to the need for understanding the child's motives and difficulties, is the need to see, as far as possible, the problems of the parents. Sometimes it is essential to see the child as he is seen through his parents' eyes. The writer recently spent a couple of hours at a local police station, discussing the case of a boy who was in trouble with the law. The case had been referred by a kindly and understanding police officer who was familiar with the boy's home. Despite the officer's attitude, the writer, in listening to the full story of the case, felt that there was little hope. There followed a visit with the mother and father in their home, listening to their desperate worries, their fears, their expressions of confidence in the boy's potential good, and their recital of small but revealing incidents to illustrate his better traits. And the picture changed.

The conference with the parents in the home often is essential. An administrator sometimes must feel the sense of love and tragedy that nurture parental anxiety in the home before he can become one with those to whom the child is all-important. Until he identifies himself with their feelings of need, he may not be ready to accept fully the professional challenge presented to him by a boy or girl who greatly needs his help.

7. *Strive to see each child through the eyes of its parents and treat that child with love as if it were your own.*

Teacher Dismissals

Teachers get old — and they don't just fade away. They are right there and their need for humane understanding from the administration may be great. Teachers, aging in their jobs, sometimes become anxious. Some become emotionally or mentally ill. Often, in case of genuine mental illness, they become problems of extreme irritation to an administrator, as many

superintendents and principals and supervisors can testify.

Unless legal restrictions or other factors prevail against him, the callous administrator finds it easy to recommend the dismissal of such a teacher. But the writer has seen one example of the handling of a case in which the teacher, reassigned to other work than actual teaching, held her job and performed with reasonable satisfaction despite her obvious symptoms of mental breakdown. In the new assignment she was able to complete sufficient years to reach an age at which she could go on sick leave with lifetime retirement benefits. The attitude of her principal and other administrative officers was that this woman, having devoted a lifetime of service to society through her teaching, was now as fully entitled to protection and care as if her illness had been of any other nature. Her gradual progress through increasing degrees of incompetence, unco-operativeness, disloyalty, suspicion, and eventual hatred against the administration, created a most serious problem for her principal. But what about the problem that it created for her? This is a situation that requires of the administrator not only patience, but sympathetic understanding and humaneness.

8. *When you have a teacher who is old in the service so that he no longer teaches well, deal with him tenderly and understandingly.*

Community Needs

The perceptive administrator is aware of, and fully sensitive to, the needs of all groups within his community. He is free of blind prejudices. He respects the rights of minority groups. Where those rights touch upon matters of faith, belief, or educational opportunity, he defends the democratic rights of his children. So that intolerance shall not touch his school, he participates in community efforts to bring about co-operative understanding and to establish mutual intercultural appreciations among diverse groups. He allows no discrimination against or for the political and religious majority or minority. He tries to prevent any embarrassment to any child because of his cultural, occupational, or racial backgrounds.

The thoughtful administrator knows that the child alone is helpless when caught between the opposing forces of his family's attitude on one hand and school regulations on the other. Speaking of the customs and behavior of such a person, Marcus Aurelius wisely said: "... it will seem nothing wonderful or strange to me, if he does such and such things; and I shall bear in mind that he is compelled to do so."⁸

Certain religious minorities celebrate unusual holidays. Others oppose dancing and the use of motion pictures. Some

cannot conscientiously salute the flag. To them, such a gesture constitutes an act of bowing down to an image.

The ethical administrator is diligent to protect the rights of all minority groups, for this is the meaning of democracy. The administrator (if in a public school) knows that he is the employee of all taxpayers, whether they be Christian, Jewish, Mohammedan, agnostic, Republican, Democrat, capitalist, or labor. He believes that a part of his job is that of working with his community and all its diverse groups to build unity, tolerance, and democratic appreciations. And he respects the rights of all persons in matters of personal taste, custom, and belief.

9. *Have sensitiveness to the needs of your whole community and faith in its people; for in that faith you will find your strength.*

"Man cannot take his place in the universe," said Bryllion Fagin, "unless he stands aside for a moment to see the universe, and see it whole. Otherwise he can only take a place in the office, the factory, the stock exchange, the barracks, or the barricades."⁹

The administrator, if he would be a leader, must have vision. He must see with perspective. His purposes and functions must fit into a philosophically meaningful concept of the universe and the social effort. He must know where he is going and why.

⁹Fagin, Bryllion, "Anti-Semitism and Civilization," *Educational Forum*, p. 251, Mar., 1940.

"Technicians and experts without social orientation," says Dean Melby, "can serve alternately rightist and leftist dictators."¹⁰ Says Briggs: "Every thinking person should impel himself to an occasional inventory to see to what extent his organized beliefs and program of action include all of life as he knows it."¹¹

In a world of greatly conflicting ideologies the best hope of man lies not in the further refinement of technological processes but in the refinement of the human spirit. If civilization ultimately destroys itself on this planet, the prime ordinance of its destruction will not be nuclear weapons, but prejudice; not planes and ships, but greed and indifference to the commonly held aspirations and needs of all men.

Therefore, the good administrator sees his school as an instrument of the struggle to enlighten man's understanding universally. He is guided not merely by an awareness of routine tasks to be performed; but his view embraces a concept of education now in relation to civilization in an ultimate future. His work is for mankind; and he keeps his eye on a very distant star.

10. *Have vision as well as devotion, that you may use all your talents for the benefit of all humanity.*

¹⁰Association for Higher Education, *Current Issues in Higher Education, 1954, Proceedings of the Ninth Annual National Conference on Higher Education* (G. Kerry Smith, Ed.), p. 25 (Washington, D. C.: The Association, 1954).

¹¹Briggs, Thomas H., *Pragmatism and Pedagogy*, p. 22, The Kappa Delta Pi Lecture Series (New York: The Macmillan Co., 1940).

OFFICERS OF KENTUCKY SCHOOL BOARDS ASSOCIATION



Among the new officers of the Kentucky School Boards Association, elected in March at the group's annual convention at the University of Kentucky at Lexington are, left to right: Lee Powell, Paducah, second vice president; Jay C. Wallace, Lexington, first vice president; J. V. Vittitow, Owensboro, president; and Foeman Rudd, Covington, fifth vice president. Several hundred board members attended the convention.

⁸Harvard Classics, Vol. 2, p. 259, 1909.

Current Expenditure Per Pupil Per 100-School-Day Unit, 1940-41 to 1952-53, in Terms of 1952-53 Dollars, and Percentages of Change Between 1940-41 and 1952-53 (In 35 Large Cities)

City, by region ¹	TOTAL CURRENT EXPENDITURE PER PUPIL IN AVERAGE DAILY ATTENDANCE IN —																Per Cent of change 1940-41 to 1952-53	Total daily current expenditure per pupil 1952-53
	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46	1946-47	1947-48	1948-49	1949-50	1950-51	1951-52	1952-53	14	15	16		
All 35 Cities (Average)	\$213.14	\$203.98	\$195.37	\$206.81	\$212.69	\$222.33	\$212.87	\$226.00	\$231.78	\$253.03	\$250.49	\$261.26	\$266.16	24.8	16.7	16.7	\$1.65	
NORTHEAST (Average)	278.58	261.88	255.91	266.82	267.60	291.51	260.06	260.41	271.37	299.77	301.42	313.83	325.24	33.9	33.6	33.6	1.92	
Hartford, Conn.	311.10	302.89	298.04	313.32	316.98	323.78	311.97	312.63	317.63	332.50	342.67	350.82	353.39	13.6	13.6	13.6	1.92	
Paterson, N. J.	274.79	260.62	255.44	264.22	259.15	275.54	248.40	236.81	253.22	276.47	289.76	277.32	289.48	5.3	5.3	5.3	1.59	
New York, N. Y.	330.54	311.19	301.68	303.35	306.10	330.45	310.57	306.10	322.11	339.77	337.19	355.90	364.59	10.3	10.3	10.3	1.92	
Rochester, N. Y.	307.31	290.37	294.05	306.57	307.93	321.36	293.67	281.13	310.01	346.57	334.88	352.54	352.54	14.7	14.7	14.7	1.92	
Philadelphia, Pa.	223.82	208.71	205.38	221.03	219.47	229.47	206.36	219.66	236.03	251.40	254.63	268.21	298.88	33.5	33.5	33.5	1.60	
Pittsburgh, Pa.	268.02	252.72	227.81	237.53	246.41	259.11	218.46	224.59	250.45	274.25	266.84	285.05	320.91	19.7	19.7	19.7	1.62	
Reading, Pa.	234.52	206.67	228.96	216.58	217.17	230.88	231.02	241.93	245.17	277.45	284.00	304.78	296.92	26.6	26.6	26.6	1.59	
NORTH CENTRAL (Average)	203.55	196.10	185.86	200.54	209.67	219.41	207.94	224.52	230.71	245.07	247.68	259.17	266.56	31.0	31.0	31.0	1.58	
Chicago, Ill.	262.94	246.04	236.48	254.39	266.48	276.32	255.62	268.11	273.46	304.71	295.82	303.61	315.58	20.0	20.0	20.0	1.65	
Gary, Ind.	186.60	187.60	172.02	179.89	197.18	207.82	189.12	218.30	210.90	233.80	229.69	233.84	238.56	27.8	27.8	27.8	1.32	
Kansas City, Kans.	148.29	142.31	137.51	134.57	139.30	145.51	142.53	143.54	145.55	161.73	163.49	165.02	168.25	13.5	13.5	13.5	1.59	
Detroit, Mich.	203.67	197.51	208.63	228.56	226.90	245.89	231.51	256.76	254.35	271.91	281.14	288.00	296.82	45.7	45.7	45.7	1.59	
Flint, Mich.	164.03	162.59	155.54	160.27	169.99	192.36	187.27	197.39	225.29	234.38	249.39	251.27	251.96	53.6	53.6	53.6	1.38	
Kansas City, Mo.	183.76	175.72	168.22	188.14	191.47	214.17	212.82	228.63	241.50	211.96	235.75	267.47	270.23	47.1	47.1	47.1	1.44	
St. Louis, Mo.	225.63	209.24	199.47	197.58	206.32	225.10	219.67	225.20	248.26	260.74	252.14	263.17	290.36	28.7	28.7	28.7	1.47	
Omaha, Neb.	155.10	143.94	153.98	156.93	175.18	175.63	177.12	189.62	202.72	214.69	214.52	220.26	220.29	42.0	42.0	42.0	1.21	
Cincinnati, Ohio	261.28	250.59	241.55	247.10	250.83	257.34	231.39	253.49	265.21	283.19	280.10	284.94	287.91	10.2	10.2	10.2	1.52	
Cleveland, Ohio	226.08	234.23	231.91	240.83	255.66	247.28	233.42	252.66	248.42	269.95	266.22	295.35	308.29	36.4	36.4	36.4	1.68	
Dayton, Ohio	196.66	193.63	203.90	205.90	221.81	226.60	214.52	226.95	208.72	242.91	255.00	252.32	280.05	42.4	42.4	42.4	1.58	
Toledo, Ohio	228.60	209.75	221.19	212.35	214.89	218.91	200.32	233.59	244.13	253.32	248.92	270.38	282.46	18.3	18.3	18.3	1.42	
SOUTH (Average)	155.12	147.75	145.22	152.63	157.22	166.92	170.69	182.04	183.66	200.98	200.49	215.76	205.89	32.7	32.7	32.7	1.21	
Birmingham, Ala.	98.74	91.30	93.57	102.41	102.37	116.22	115.80	139.45	144.50	146.88	146.72	159.86	159.04	61.1	61.1	61.1	1.88	
Washington, D. C.	246.22	230.16	240.58	247.06	241.19	259.13	244.23	252.88	273.06	285.98	275.58	297.40	286.72	16.4	16.4	16.4	1.60	
Atlanta, Ga.	152.44	156.77	145.10	141.71	146.97	156.72	142.77	151.41	163.23	173.46	166.84	164.91	183.72	20.5	20.5	20.5	1.01	
New Orleans, La.	162.11	160.63	169.92	190.23	193.47	195.11	200.61	199.96	191.13	215.49	234.16	276.94	225.15	38.9	38.9	38.9	1.26	
Oklahoma City, Okla.	150.29	147.21	131.17	133.37	133.56	156.28	151.16	154.86	160.39	183.90	190.68	193.20	28.6	28.6	28.6	1.10		
Tulsa, Okla.	179.12	165.59	168.02	165.09	168.84	178.71	169.47	175.03	184.03	191.75	193.65	191.35	187.91	4.9	4.9	4.9	1.07	
Nashville, Tenn.	116.20	105.84	106.58	116.52	137.17	140.11	161.66	179.24	172.89	203.52	211.71	209.58	209.25	80.1	80.1	80.1	1.16	
Dallas, Tex.	150.40	147.62	135.33	146.58	157.59	155.28	167.66	202.56	191.49	212.54	201.05	213.64	219.68	46.1	46.1	46.1	1.22	
San Antonio, Tex.	140.59	124.70	116.75	130.67	133.86	144.68	182.84	182.96	174.73	195.28	184.13	183.50	188.33	34.0	34.0	34.0	1.07	
WEST (Average)	238.69	231.86	215.62	227.92	237.86	239.42	228.40	250.64	250.45	272.24	268.67	277.40	283.87	18.9	18.9	18.9	1.66	
Los Angeles, Calif.	286.73	272.84	255.22	247.42	247.56	254.87	234.37	251.07	278.99	299.44	301.32	294.71	315.62	10.1	10.1	10.1	1.58	
Sacramento, Calif.	255.87	272.99	248.52	278.70	250.15	271.24	229.13	265.96	255.24	279.84	265.79	279.70	293.45	14.7	14.7	14.7	1.67	
San Francisco, Calif.	304.46	302.65	269.01	285.16	306.07	306.92	269.16	335.59	308.78	337.84	344.73	359.25	375.18	23.2	23.2	23.2	2.12	
Denver, Colo.	220.39	205.13	186.33	194.31	193.75	200.05	217.48	228.06	249.43	290.72	297.92	300.04	298.88	35.6	35.6	35.6	1.68	
Portland, Ore.	219.76	205.99	189.77	206.81	204.19	227.66	220.86	241.14	255.98	270.32	270.53	285.44	279.47	27.1	27.1	27.1	1.50	
Salt Lake City, Utah	159.77	149.72	146.36	156.50	167.37	207.68	189.16	177.03	184.54	164.72	174.23	175.90	10.0	10.0	10.0	1.00		
Seattle, Wash.	223.91	213.76	214.10	226.53	225.46	247.85	220.10	243.51	227.69	234.98	235.67	248.46	248.61	11.0	11.0	11.0	1.38	
Mean (Arithmetic)	\$213.14	\$203.98	\$195.37	\$206.81	\$212.69	\$222.33	\$212.87	\$226.00	\$231.78	\$253.03	\$250.49	\$261.26	\$266.16	24.8	24.8	24.8	1.65	
Maximum	330.54	311.19	301.68	313.32	316.98	330.45	311.97	312.63	317.63	346.57	342.67	355.90	364.59	71.0	71.0	71.0	2.12	
First Quartile	159.77	156.77	133.98	157.30	169.99	175.63	182.84	182.96	191.13	211.96	211.71	213.64	209.25	30.9	30.9	30.9	1.21	
Median	220.39	205.99	203.90	216.75	226.60	225.17	217.48	225.20	245.17	251.40	255.00	276.94	280.05	27.0	27.0	27.0	1.50	
Third Quartile	261.28	250.59	231.91	247.06	250.15	257.34	231.51	241.93	255.24	279.84	281.72	294.71	298.88	14.3	14.3	14.3	1.62	
Minimum	98.74	91.30	93.57	102.41	102.37	116.22	115.80	139.45	144.50	146.88	146.72	159.86	159.04	61.0	61.0	61.0	1.88	
Median per day	1.19	1.13	1.13	1.14	1.20	1.25	1.19	1.24	1.35	1.39	1.40	1.51	1.53	28.6	28.6	28.6	...	
Per capita disposable personal income ²	\$1,166	\$1,308	\$1,504	\$1,527	\$1,600	\$1,359	\$1,424	\$1,389	\$1,423	\$1,442	\$1,491	\$1,493	\$1,541	32.2	32.2	32.2	...	

¹These are the cities of 100,000 population and more which reported for each of the school years from 1942-43 to 1952-53 inclusive, except as indicated.

²Disposable personal income² is the amount of income which individuals have available during a given year for consumption purposes and savings; briefly, it is personal income after payment of all taxes. This is the part of the national income from which additional expenditures for education can come. See *National Income and Product of the United States, 1929-1953*, Washington, D. C.: U. S. Government Printing Office, 1954. The amounts have been translated for all figures in this table into 1952-53 dollars by use of the Consumer Price Index of the Bureau of Labor Statistics—Series A1 (1947-48 = 100).

come in terms of the 1952-53 dollar value for each of the given years; and

between income and expenditure data used is due to the fact that expenditures

creases, relatively, than those shown for the Per Capita Disposable Personal

Current Expenditures per Pupil From 1940-41 to 1952-53 for 35 Large City School Systems

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The accompanying table presents data on the total current expenditure per pupil in 35 of the largest city school systems, for each year from 1940-41 through 1952-53 together with the per cent of change recorded for the 13-year period. It also presents the daily current expenditure per pupil reported for 1952-53 (Column 16). The pupil-expenditure data are presented in terms of a 1952-53 dollar.

For all 35 city school systems, the total expenditure per pupil in 1952-53 for the six major current expense accounts of Administration, Instruction, Operation, Maintenance, Auxiliary School Services, and Fixed Charges was \$266.16. The other two major accounts

of Capital Outlay and Debt Service, including interest payments, were excluded from this study. This was a 25 per cent increase (on the basis of a 1952-53 dollar value) over that reported for 1940-41.

The median expenditure per pupil for 1952-53 was \$280.05, or a 27 per cent increase during the 13 school years from 1940-41 to 1952-53.

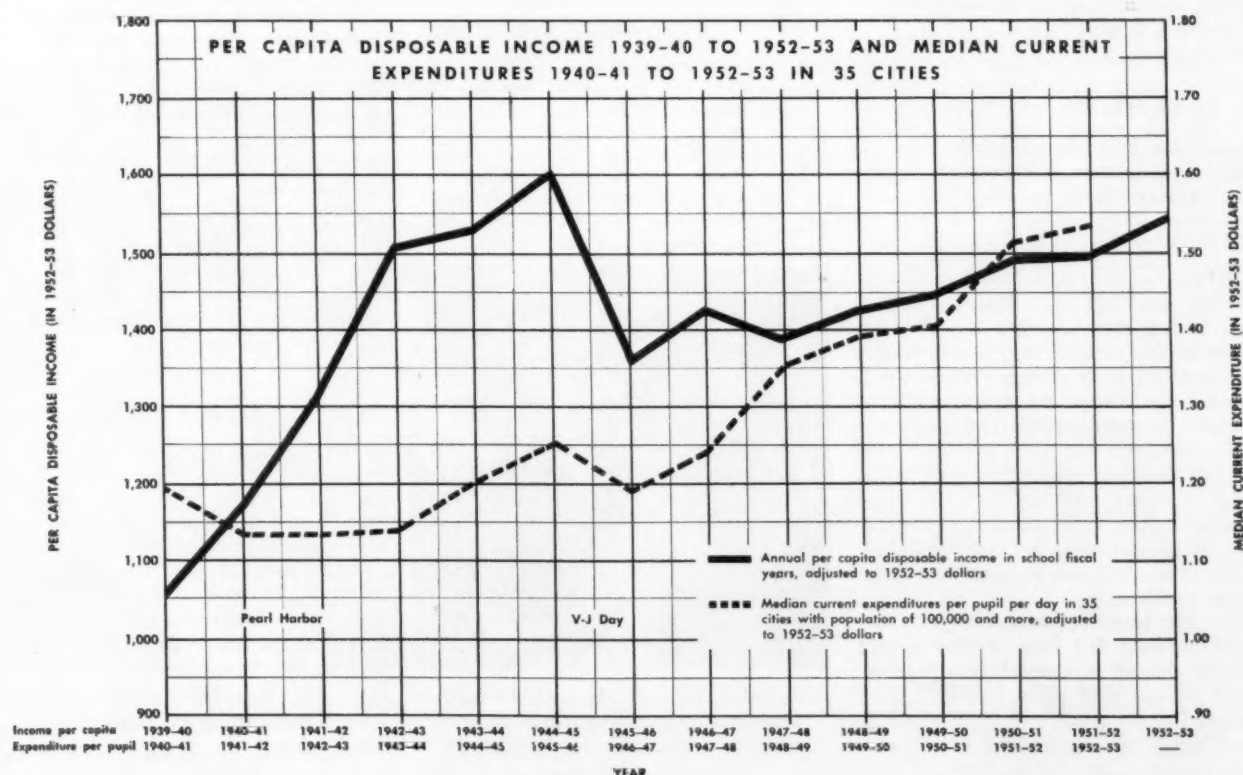
The average current expenditure per pupil per day was \$1.65 for all 35 city school systems as compared to a median expenditure per day of \$1.50 per pupil.

The percentages of increase for the total current expenditure per pupil were similar for the North Central, and South regions. There was a gain of a little

over 30 per cent in 1952-53 over 1940-41 for each of these regions. However, the actual adjusted dollar increases per pupil for the two regions were quite different, \$63.01 in the North Central region per pupil, as compared to \$50.77 per pupil in the South region for the 13-year period. The per cent increases between 1940-41 and 1952-53 for the Northeast and West regions were 16.7 and 18.9, respectively. The actual adjusted dollar increases for the two regions amounted to \$46.66 for the Northeast cities, and \$45.18 for the West cities.

The city school systems in the Northeast region reported for 1952-53 an average total expenditure per pupil of \$325.24; as compared to \$283.87 for the West; \$266.56 for the North Central; and \$205.89 for the South region. The over-all average for the four regions was \$266.16 per pupil in average daily attendance in 1952-53.

The table also presents the amounts of per capita disposable personal in-



come in terms of the 1952-53 dollar value for each of the given years; and the graph reveals clearly the relationship existing between the trends in per pupil expenditure for education on the one hand, and the annual per capita disposable personal income on the other hand.

The data used for educational expenditures in the graph are for 35 large cities, which have reported expenditure data to the U. S. Office of Education annually since 1940-41; the per capita disposable income data are for the Nation as a whole. The graph shows the relationship of educational expenditure for 1940-41 through 1952-53 to corresponding income for a previous year. This difference of time

between income and expenditure data used is due to the fact that expenditures for education are made on the basis of appropriations voted and taxes levied during the preceding year. The graph, therefore, shows the relationship of educational expenditure for 1940-41 through 1952-53 to income for 1939-40 through 1951-52. Expenditures for schools failed to maintain a corresponding pace with the rapid increase in the National Income that paralleled the war years 1940-41 to 1944-45, but the educational expenditure in 1945-46 does reflect the abrupt, sharp drop which occurred in the National Income at the end of the World War II years. The trend since the war years, of the per pupil expenditure has been greater in-

creases, relatively, than those shown for the Per-Capita Disposable National Income. The relationship of per pupil expenditures in 1952-53, however, were still not as high in relation to the per capita disposable income figure for 1951-52 as similar data recorded for 1940-41 and 1939-40. In general, it may be stated from a reading of the graph that the Current Expenditures Per Pupil have been rising over the years. In general, too, it can be stated further, that the increase in the expenditure per pupil has in recent years tended to keep pace with, and even exceed at times, the rise in per capita disposable income, except where the contrary was true as shown during the World War II years.

A Detailed Plan for —

Developmental Reading for High School and College Students

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Writers in the field of education frequently point out that American schools are fundamentally reading schools; academic success depends very largely on how well one can read. Every year seems to increase the reading demands made upon students as well as adults. In our society all children are not only privileged, but most of them are required, to spend many years in school; and our curricula are so organized that it is absolutely essential that all students read intelligently and effectively if they are to succeed in academic work.

Teachers have complained for years that many students fail because they cannot read. Promoted in elementary school because of age and social maturity, poor readers become more and more retarded. Some principals, recognizing that practically all pupils are falling short of their

reading potentialities, have cut five minutes off every period to have a 25-minute class devoted to teaching reading. This can best be done with small, somewhat homogeneous groups with special help for those individuals who are below their grade level in reading accomplishment.

A study by W. S. Gray¹ of 14 high schools involving 5705 freshmen showed that

20% were below 7th grade in reading ability
4% were 2nd or 3rd grade
5% were at the 4th grade.

He writes: "The answer does not lie in insisting that they remain, regardless of their ages, in the elementary school until they meet standards. The answer is one the high school itself must provide."

Reading Failure in College

Many people are astonished when they learn that we often find college students with the reading ability of seventh or eighth graders. A great many, otherwise able students cannot do college work because of deficiencies in the basic skills of reading, vocabulary, and good study habits. As a result, many essentially capable college students fail or do poor work simply because they have never developed or used their full capacities to learn efficiently from the printed page.

¹"Recent Trends in Reading," by W. S. Gray, p. 201.



Regular drill with the tachistoscope enables the student to increase eye span and decrease the length of eye fixation.

An increasingly larger number of high school graduates are now entering college. This is due, in part, to an awakening public consciousness regarding the value of higher education. We no longer feel that higher education should be available only to a selective group. However, those students whose ordinary reading rate is less than two hundred words a minute—the rate at which a seventh-grade pupil is expected to read—have great difficulty in completing the long reading assignments, no matter how competent their comprehension is. Incredible though it may seem, incoming freshmen range in reading ability anywhere from the seventh-grade level to beyond the college-senior level.

A careful study of this problem over a period of several years led to the adoption of a developmental reading program in Howard College. The program is required of all freshmen and geared to individual needs. It had nine sections each semester during the 1952-53 school year, and the results were gratifying. The program indicated that only by determining the reading difficulties of each student, and then providing adequate training in reading, can formal instruction produce the best results.

Techniques and Procedures

During the first week of the semester each student is tested to determine his reading ability. His reading pattern is carefully studied and his reading status explained to him. Each student begins "where he is" and proceeds to the improvement of his own reading ability. The first several days in the laboratory are used to familiarize all students with the laboratory materials, training instruments, procedures to



The reading rate controller increases rate, enlarges the recognition span, and reduces the number of fixations and regressions.



Future teachers receive training in the techniques and procedures used in a Reading Laboratory.

be followed, and the method to be used in taking progress tests and keeping individual records of their progress.

Each section is limited to 20 students, and meets for three 50-minute periods each week. After a week for diagnosis and orientation, class periods are devoted to tachistoscopic training, to at least 15 to 20 minutes on the rate controller, and to special reading films once each week.

Diagnosis of Abilities

In addition to the several aptitude and achievement tests given all incoming freshmen, each student in the Reading Laboratory takes additional tests as part of the careful diagnosis of his abilities and reading habits. Staff members schedule interviews for each student to go over test results and suggest the direction his training should take to insure genuine improvement. Other available information about the student is assembled and filed in his individual folder, including data on the student's previous school record, known physical defects, and all pertinent information on his emotional and social adjustment.

Each student is given a visual screening test to identify ordinary visual handicaps. The telebinocular is used to screen out visual deficiencies and identify cases which are in need of more thorough examination.

The ophthalmograph is used to record eye movements photographically while the subject is reading. It gives a pattern of eye-movement behavior during reading. The developed film will also suggest the type of corrective procedures which should be followed for each student.

Equipment for Training

The machines used in the Reading Laboratory for training purposes are: (1) the

large tachistoscope for class drill, (2) the small tachistoscope for individual drill, and (3) the reading rate controller. Drill on these machines enables the reader to make rapid rhythmic and progressive eye movements, with short fixations and long perceptual span.

The tachistoscope is a slide projector equipped with a cameralike shutter. The exposure control covers a range from one second to one one-hundredth of a second. The short duration of the exposure forces a high order of attention on the part of the student, as great concentration is required to interpret the exposure correctly.

After some drill with the group, each student begins tachistoscopic training with a set of 25 digit slides, flashing each slide at one tenth of a second, but gradually increasing his speed. As soon as he is able to read these five-digit slides correctly at one hundredth of a second, he begins work on seven-digit slides, and then nine-digit slides. A daily record is kept and placed in the student's folder. The drill not only increases the eye span, but also decreases the length of eye fixation and forces the reader to grasp material seen as a whole.

Reading Rate Controller

To stimulate greater speed in reading, the reading rate controller is also used. This is a simple mechanical device for establishing the maximum rate at which an individual can read printed material, and for eliminating undesirable habits in reading. A moving shutter descends over the reading material at a controllable rate, compelling the reader to read at least as fast as the shutter travels. By gradually increasing the rate at which the shutter covers the page, the reader will be aided in eliminating vocalization and will increase his recognition span, reading rate, and comprehension. This instrument is



The telebinocular is used to detect ordinary visual handicaps as well as visual deficiencies that require more thorough examination.

valuable as a motivating device and as a means of reducing the number of fixations and regressions and the duration of the fixation pause.

All students use the rate controller approximately 15 to 20 minutes per class period during the semester. Daily records are kept of the rate of reading with the instrument, the unspeeded rate, and comprehension. Each student is informed of the progress he is making and of the immediate goals he should attain.

Reading Files

The Howard Films provide a great deal of motivation and are valuable to aid in the improvement of reading rate. This series of 16 films presents stories arranged in phrases which appear on the screen for brief intervals of less than a second. The phrases are presented in typical reading fashion so that they proceed across the screen from left to right and down the screen from top to bottom. Since the stories are presented in phrases instead of individual words and since each phrase is on the screen for such a short time, the reader is forced to read by phrases instead of by words. Because only one phrase is distinctly visible at a time, and because a phrase disappears after its brief appearance, regressive movements are futile. Each film is usually presented at a slightly faster speed than the one which was used during the preceding training period.

After a certain amount of this practice, the typical student has markedly lengthened his span of recognition. Probably the most obvious limitation of reading films is their lack of flexibility for adaptation to individual differences.

The statistical results for the 170 students who took the Howard College Reading Laboratory Course the second semester of the 1952-53 school year were as follows:

	Words Per Minute
Average reading rate at the beginning of training	249
Average reading rate at the end of training	617
Average comprehension score at the beginning of training	76%
Average comprehension score at the end of training	88%

As these statistics show, the increase in reading rate of this group was approximately 147 per cent, with a satisfactory improvement in comprehension. Annually many students who begin the semester reading at a slightly subcollege level of less than 300 words a minute, more than double their rate by the end of the semester. A few make spectacular gains and increase their rate by as much as 300 to 400 per cent. What is just as encouraging is that students have annually improved in comprehension and as a result increased their general efficiency as students.

Retarding Factors

A retarding factor in adding the subject to the curriculum and especially to installing reading clinics or laboratories is rather the expensive equipment. The dollars and cents aspect of the situation does not consider the social loss nor the psychological effect of these school failures, the strain on pupil and parents, the failure-habits inculcated, the embarrassment and inferiority complexes and severe emotional blocks that may result from these failures and retardations. Failure and retardation have been shown to have a high correlation with juvenile delinquency. Although there are other factors, it can be readily seen that continued lack of success experiences would have the tendency to turn adolescents away from intellectual pursuits toward

activities which, though they may be undesirable, promise more satisfaction and self-esteem than is afforded by the school curriculum.

There is one phase of the financial question, however, which is rarely mentioned. That is the expense of educating repeaters. *Failure and retardation* is a major cause of pupils being eliminated from the secondary school, and studies indicate that there are more pupils who are retarded than there are pupils who are accelerated.

Educators have long recognized a need of more individual instruction in our schools; and it is being recognized by many that training in reading is an acute need for most high school pupils. This would eliminate many of the present failures and help secondary schools retain more of their pupils. This cost of adding reading to the curriculum of secondary schools is seen to be much less, however, or even nil, when the expense of re-educating the present large number of repeaters is considered.

Actual Costs

The initial cost of setting up the laboratory is the greatest expense involved. A high school beginning a developmental reading program would not require all the equipment used in the Howard College Laboratory. The local situation would determine just how much equipment would be available to begin this reading program. There are techniques and procedures the trained person can use to improve the reading habits of many students without the mechanical aids. A big part of the job is motivating children. A trained teacher with knowledge of these techniques and procedures and perhaps enough reading rate control machines for small groups and one tachistoscope for class drill would get unbelievable results in a period of one semester. A school should have one rate controller for every 12 pupils engaged in the program. The cost of the reading rate controller is \$85; the large tachistoscope, \$144.50; the key-stone telebinocular, \$157; and the small tachistoscope, \$84.95.

Another negative factor in the development of the reading laboratory is the shortage of trained personnel who can direct developmental reading programs. The amount of training necessary would vary with the individual and with the type of program one planned to set up. However, if a person who qualified for a Class B Secondary Professional Certificate took the semester course in the reading laboratory and preferably an additional course in the teaching of reading in the high school, he could easily set up and operate a splendid program in developmental reading on the high school level. It would be very helpful, of course, to have additional courses in tests and measurements, statistics, educational psychology, and clinical procedures; but we are not setting up an ideal program, and splendid results can be obtained by people who are not experts in all phases of this work.

(Concluded on page 103)

Board Members' Interest in Bond Issue Proposal

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It is now well established, judicially, that a board member will not be permitted to maintain a "personal" — i.e., an actual, specific, and official — interest in a contract which is entered into by the board of which he is a member. An earlier analysis in this series — *Recent Judicial Opinion III, SCHOOL BOARD JOURNAL*, February, 1953 — illustrated the application of this principle in a case where a member of a California board was shown to have maintained such an interest in a contract relating to the transportation of district students by a private carrier.

The related question of the effect of a member's personal interest on a proposed district bond issue — in so far as that interest would affect the validity of the issue — was recently considered in a case¹ decided on February 1, 1955, in the Texas Court of Civil Appeals.

Facts of the Case

On August 28, 1952, Leopoldo Martinez, the president of the school board for the Zapata County (Tex.) Independent School District, received a petition for an election to determine whether a proposed \$110,000 bond issue, for schoolhouse construction, should be placed before the district voters for their approval. The board president thereupon gave notice to the trustees of the district to meet and consider the petition on August 30, 1952.

At the meeting on August 30 — attended by the entire board of seven trustees — Martinez resigned as both president and member of the school board. His resignation was accepted and a new member was appointed in his place. The board as thus constituted (with all seven members present) proceeded to consider the petition and ordered the election to be held in the district on September 13, 1952.

The election was duly held and resulted in the authorization of the bond issue.

Some twenty months later — in May, 1954 — the present action was brought to have the bond issue declared invalid and unenforceable. The suit was based, primarily, upon two contentions. The first alleged that Martinez had been disqualified to act as a trustee and president of the

school board because he was the tax assessor and collector for the school district, as well as for Zapata County. The second contention held that another board member — Manuel Medina — was also disqualified from acting as trustee because he was the manager and part owner of the Bank of Zapata. This bank was the depository for funds of the school district.

In essence, it was contended that both of these trustees were disqualified because each had a personal (financial) interest in seeing that the bonds were issued: Martinez, because as district assessor and collector, his fees of office would be increased; and Medina because, as part owner of the district depository, he would be helped financially by the placing of the proceeds from the sale of the bonds in his bank.

Judgment having been rendered against them in the lower trial court, Ramirez *et al.* were now appealing the decision.

The Legal Issues

The issues in this case were threefold. First, was the meeting of the district trustees properly called in view of the fact that the notice had been issued by the board president who, at the time — as tax assessor and collector for the district — might be said to have a personal (financial) interest in seeing that the bond issue proposal received favorable consideration?

Second, was the bond issue election invalidated because at the time the district trustees met to consider placing the question on the ballot, the meeting had been called by the district tax assessor and collector who was also the president of the board?

Third, was the election also invalid because at the times it was called and its results declared, one of the board members was part owner of the bank named as the district depository?

Election Held Valid

The opinion first pointed out that, since Ramirez *et al.* had not given the required notice that they planned to contest the election within 30 days after the result of the election was declared, as was provided by pertinent Texas statutes, they would not be permitted to raise in the present

litigation "such questions as might properly be raised in an election contest." This was so, the court said, because "Where an election contest has not been filed, it is conclusively presumed that the election as held, and the results thereof as declared, are in all respects valid and binding."

To the contention that Martinez was disqualified from issuing the notice of the board meeting, the court said: "It is immaterial who gave notice of the meeting of the board of trustees, or whether any such notice was given, or whether the board met by accident, so long as they were all present."

After noting that there was no contention that any trustee was in any way affected by lack of proper notice of the meeting, the opinion went on: "It appears that the notice was sufficient and all of the trustees met in response thereto. We find nothing in the law that requires any particular notice or that it be given by any particular person, so long as the entire membership meets without complaint and considers the petition for the election."

Turning then to the related contention that the election itself — rather than the board meeting — was invalid, the court commented: "Conceding, but not deciding that . . . [there alleged interests in the issuance of the bonds] were sufficient to show that Martinez and Medina were disqualified from acting in calling the election and declaring the results thereof, appellants [Ramirez *et al.*] still fall far short of showing that the bond election was void." For regardless of whether the afore-mentioned members were qualified, the court noted that a legal quorum had been present at the August 30 meeting.

"The fact that one member present [i.e., Medina] may have been disqualified is immaterial . . . [since, counting the replacement for Martinez] there were at least six members of the board present who were qualified to act."

Concluding that the allegations failed to show that the election was invalid and void, the court affirmed the judgment of the lower court.

Element of Personal Interest

The following principles would appear to be of significance as a result of this opinion.

First, where a bond issue election is not contested within the time period fixed by pertinent statute, it will be "conclusively presumed that the election as held, and the results thereof as declared, are in all respects valid and binding."

Second, where a board meeting is called for the specific purpose of considering a petition to hold a bond issue election, the manner in which the notice of the meeting is given is immaterial, so long as it is sufficient and no board member is in any way affected by lack of proper notice.

Third, while the personal interest of a board member in a bond issue election may disqualify him from acting during a board meeting called to consider the bond issue, such personal interest will not invalidate the election itself (when subsequently held) where the meeting action was approved by the legal quorum of qualified members in attendance.

¹Ramirez *et al. v. Zapata County Independent School District et al.*; cited as 273 S.W.2d 903 in the National Reporter System.

Word from Washington

The Nation's Need for Scientists and Engineers

ELAINE EXTON

Because of the key roles scientists and engineers play in modern society, the persisting shortage of trained personnel in these and other technical fields is a problem of vital concern to the nation, not only from the standpoint of national defense but in order to maintain our country's expanding civilian economy.

Impact on National Security

Assistant Secretary of Defense Donald A. Quarles considers this technical man-power deficit "potentially a greater threat to our national security than are any weapons known to be in the arsenals of aggressor nations," insists we must strengthen our system of supply for professional-grade scientists and engineers as a matter of national necessity.

"What appears to be solely a shortage of scientists is in reality a shortage of scientists and a shortage of skilled workers and technicians needed to back up the scientists," Secretary of Labor James P. Mitchell explains, reminding that "if the engineer, the physicist or the designer is short of aides, or if the plants which make his product are short of skilled mechanics and technicians, then his skill is wasted."

"Today, the Armed Forces, with a strength of only three million men, are roughly 30 per cent short on fully qualified skilled personnel needed to fill many thousands of critical military jobs," he recently said, citing by way of example a need for some 35,000 aircraft mechanics and electronic technicians, about 25,000 electronic equipment operators, 18,000 communications equipment mechanics.

Pointing out that "these shortages reflect similar shortages in private industry," Mr. Mitchell remarked that "for every three skilled persons or technicians that the Armed Services require, only two are currently available, and the individuals who are in these positions in large part have been pushed in without adequate training." He further reported that the more specialized and technical skill a soldier has, the less likely he appears to re-enlist.

Russia Gaining in Scientists

These statements take on added significance because of the global competition for technological and scientific supremacy between the Communist-dominated countries and the free world. Since they outnumber us in population, the outcome of

this struggle, our very survival, may in large part depend on our nation's maintaining its present technological edge over the USSR through raising the level of skills of our people and more effectively using available man-power resources.

Scientific leaders, such as Alan T. Waterman, Director of the National Science Foundation, as well as highly placed Administration officials acknowledge that Russia is making an intensive effort to increase its supply of technically trained personnel and is putting great emphasis on channeling its youth into scientific and technological education. Not only is science and mathematics being stressed in the Soviet Union's elementary and secondary schools, but incentives are furnished for advanced students in engineering and science, and liberal rewards are given to working scientists and engineers.

Officials estimate that more than twice as many engineers were graduated in Russia in 1954 as in the United States—around 53,000 as compared to our 22,000. Moreover, Russia turned out a quarter of a mil-

lion nonengineering technicians last year, America only 10,000.

According to information furnished by Kenneth E. Brown, Specialist for Mathematics in the U. S. Office of Education: "The number of college students in the USSR increased from 670,000 in 1946 to 1,400,000 in 1952, while in the United States during the same period the number rose only slightly—from 2,078,000 to 2,150,000."

He maintains that the number of students in technical institutes with four-year curricula in the USSR in 1952 was approximately 250,000, when at that time in the United States the enrollment in technical institutes, most of which have two-year curricular, was only 46,417, noting that not only did Russia have five times as many students in technical institutes as we did but that in most cases they were pursuing more intensive curricula.

With respect to engineering colleges, the USSR leads with enrollments of 226,000 students in 1952 compared to 156,000 for the United States. Mr. Brown asserts, declaring the "evidence indicates that while the USSR is rapidly expanding the training of specialized personnel, the college enrollments in these fields in the United States are not enough to meet our immediate future needs."

Our Man-Power Situation

This point is further developed by Dael Wolfe in his new book *America's Resources of Specialized Talent* (Harper & Bros., \$4). He similarly concludes that "for the next several years the prospect is one of probable shortages." He reports that "since 1950 industry has employed all the engineering graduates it could find and has sought more" and sets the number of engineers at work in the United States in 1953 at 633,000, of whom 57 per cent were college graduates and 98.5 per cent were men.



The right place to begin science education is in the elementary school, when the pupil has a natural curiosity about the world he lives in.

Mr. Wolfe anticipates that approximately 128,000 engineering graduates can be expected in the five years beginning with 1953, supplemented by about 25,000 other students who obtain advanced degrees. He considers the number acquiring doctors degrees, which he estimates to be around 2350 in the years from 1953 through 1957, "is not adequate for faculty needs and for positions in industry in which engineers with advanced graduate training are desired."

Import for Peacetime Developments

The emergence of this serious unbalance in man-power supply and demand is rooted in the fact that we live in a remarkable age. The present high demand for technically trained personnel in the words of M. H. Trytten, Director of the National Research Council's Office of Scientific Personnel, "stems most directly from the spectacular growth of applied science, now reaching maturity in this mid-twentieth century."

Almost all the applied science of today's technology is a product of the past 130 years, as much as 95 per cent of it being accomplished in the past six or seven decades. As a result, the personnel demands of our technological industries have doubled every ten years since the beginning of the century, except for the past decade when the increase has been far more rapid.

The short supply of engineers and scientists not only imperils the military security of our country but threatens to retard its economic progress. Skilled technicians are also needed to cope with a host of nonmilitary problems bearing on the application of scientific knowledge to human wants, needs, and satisfactions. Their work is moreover essential in solving many problems created by the complexities of modern life. The fields of health, communication, and transportation alone afford numerous examples.

Using the problem of our future highways to illustrate how in chain-reaction fashion technological developments, such as the motorcar, create further technological problems which pose their own man-power demands, M. H. Trytten of the National Research Council's staff informed me that the Administration's proposed road building program, if carried out, would create a demand for 32,000 additional engineers by an actual survey of state highway bureaus.

Lags in School Preparation

If America's supply of specialized personnel is to match mounting technological demands for scientists, engineers, and technicians, more school-age pupils must receive competent, inspiring instruction in mathematics and science. Yet at this time when such study is of critical importance to the strength and well-being of our nation, high school enrollments in mathematics are dropping, the number of secondary school course offerings in mathematics and science is declining, and the potential supply of high school teachers in these subjects is diminishing.

Science Enrollments

A recent study of *Mathematics in Public High Schools* by Kenneth E. Brown, U. S. Office of Education specialist, showed that although the number of pupils in high



Forty of the nation's top young scientists, finalists in the Fourteenth Annual Science Talent Search, were guests of President Eisenhower in February when they competed for \$11,000 in Westinghouse Science Scholarships. The annual Search is administered by Science Clubs of America; the awards made by Westinghouse Educational Foundation.

school is increasing, the enrollment in plane geometry — one of the high school subjects normally required for college entrance and as a prerequisite to mathematics or scientific training — is less each year. Although 767,171 pupils took this course in 1934 (15.1 per cent), only 693,280 (11.1 per cent) did so in 1949, and in 1953 the number was just 659,300.

The per cent of high school pupils enrolled in algebra — the mathematics believed basic to elementary consideration of quantity in any field of knowledge — is also steadily growing smaller. The 1934 figure of 30.4 per cent had dwindled to 26.8 per cent in 1949 and by 1953 had fallen 2.2 per cent lower.

It moreover appears that mathematics enrollments decrease from grade to grade in high school. According to information the U. S. Office of Education, obtained for the school year 1952-53 from 857 high schools selected at random, the number of pupils in tenth-grade mathematics was equal to 34 per cent of the number of pupils in that grade, while in the eleventh grade it was 23 per cent, and in the twelfth grade only 10 per cent.

The enrollment in physics — potential seedbed of science talent — has declined even more spectacularly. According to a report prepared by Philip G. Johnson, when Science Specialist in the U. S. Office of Education, about 5.5 per cent of all public high school students were enrolled in physics in 1948-49, only about 4.3 per cent in 1952, percentage-wise a drop of about 22 per cent. Whereas over 95 per cent of the pupils graduating in 1895 had taken a physics course, only 21 per cent of the high school graduates in 1952 had done so.

Science Teacher Shortage

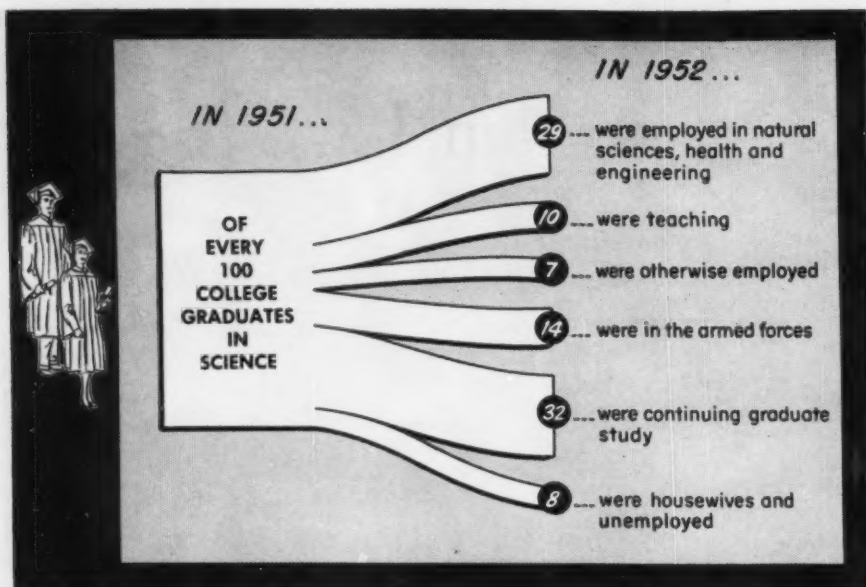
Lack of instruction or poor instruction in these subjects (mathematics and the physical sciences) can, as the National Manpower Council at Columbia University points out in its recent study of *A Policy for Skilled Manpower*, "cut off many boys and girls from opportunities to prepare properly for skilled and technical occupations."

"For want of a few thousand competent new science teachers each year," comments Fletcher G. Watson of Harvard's Graduate School of Education, "the whole supply of technical manpower may be drying up at its source in the secondary schools where the rejection of collegiate study and science as a field of work is a critical decision."

A current NEA study of the teaching situation shows the nation's high schools need approximately 7700 science teachers annually as replacements and to fill new positions stemming from the rise in school population.

For every 100 new general science teachers employed in September, 1954, only 58 candidates received teaching certificates in this field in June. Of these, only 54.3 per cent of the women and 41 per cent of the men actually took teaching posts. Of the remainder, 16.8 per cent continued studying and 18.8 per cent accepted other employment. Moreover 17 per cent of the men went into military service and 8.6 per cent of the women became full-time homemakers.

Whereas the percentage of persons preparing to teach in high school has decreased 42 per cent since 1950, the output of prospective science teachers has declined 56.3



per cent — the severest drop in any teaching field — and the number of mathematics candidates fell 50.6 per cent.

Steps to Alleviate Crisis

School boards can play an important role in arresting the growing shortage of specialized personnel by adopting positive policies for increasing the quality and number of young people trained in science.

In the opinion of M. H. Trytten, Director of the Office of Scientific Personnel of the National Research Council, seeing to it that an adequate curriculum leading to college specialization in science and engineering and an adequate number of well-trained science teachers are made available in secondary schools is one of the major contributions local school boards can make toward solving this problem.

Although the unfortunate falling off in mathematics and science enrollments can be attributed in part to the low birth rates of the 1930's and opportunities for more remunerative employment outside the teaching profession, a lack of stimulating teaching is an important factor.

There is ample evidence that teachers and school experiences help steer a young person toward or away from scientific activity. For example, 36.7 per cent of the 79 teen-age finalists in the 1954 National Science Fair responding to a poll from Science Clubs of America inquiring "What sparked your first interest in science?" gave credit to their schools and teachers.

Encouragement of Science Talent

Leading educators advise that encouragement toward science should begin at the earliest possible age, and suggest that the search to identify scientific interest and talent should begin at the elementary level so as to avoid the all too-familiar situation where, as graduation day approaches, a student decides he would like to major in science or engineering in college only to find that he hasn't taken the necessary prerequisite courses.

Two annual events conducted by *Science Clubs of America* are well suited to the dis-

covery and nurture of scientific ability — the *Science Talent Search* for Westinghouse Science Scholarships open to high school seniors in public, private, and parochial schools, now in its fourteenth year, and the *National Science Fair*, designed to quicken the scientific interest of tenth-, eleventh-, and twelfth-grade students, which will meet in Cleveland, Ohio, May 12-14, at the Case Institute of Technology and Western Reserve University. Materials about these programs can be obtained by writing Margaret E. Patterson, Executive Secretary of Science Clubs of America, at 1719 N Street, N.W., Washington 6, D. C.

So popular have these projects become that this year 26 states and the District of Columbia are holding affiliated State Science Talent Searches and will award scholarships or other assistance within their own states to students competing in the National Search. Local scientific and educational agencies and newspapers in 63 communities are co-operating in holding local and regional science fairs.

The *Future Scientists of America Foundation of the National Science Teachers Association*, 1201 16th Street, N.W., Washington 6, D. C., is another sponsor of practical programs to promote better science

teaching and student motivation.

Their activities include recognition awards for teachers for new instructional ideas, student awards for junior and senior high school science projects, fellowships enabling teachers to attend special conferences, encouraging industries and universities to provide science-related summer jobs for teachers, and preparing useful publications.

Enriching Instruction

There are many other ways to stimulate student interest in science subjects. Among them is increased use of classroom demonstrations, continued reference to everyday applications of scientific principles being studied, reduction of class size to permit more individualized instruction, affording opportunities for outside study and experience for students of promise.

Teachers can also draw on the scientific and engineering resources of the community to enrich course content. They will find state and local engineering and scientific societies and academies glad to assist by helping arrange inspection trips to plants and laboratories, sponsoring pertinent contests, obtaining suitable speakers, furnishing vocational information, promoting the organization of science fairs, junior academies of science, science clubs, and similar groups.

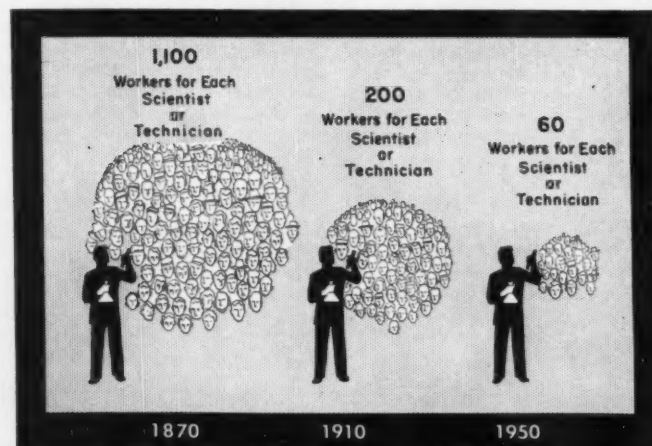
In fact a Joint Committee on High School Teachers of Science of the *Engineering Manpower Commission*, 29 West 39th Street, New York 18, N. Y., and of the *Scientific Manpower Commission*, 1530 P Street, N.W., Washington 5, D. C., are presently promoting a national program encouraging the constituent societies of both organizations to do these very things.

In using such interest-arousing devices, however, one well-known scientist warned me, teachers should not lose sight of the fact that the heart of the process of learning science is the application by the student and his own laboratory experiences.

Summertime Training Chances

To help science teachers improve their skills and keep abreast of the latest developments in their field of specialization, school administrators should encourage their attendance at summer institutes and workshops and the holding of science-related summer jobs. More opportunities of

(Concluded on page 110)



Twenty Teachings from Lavenham

J. R. SHANNON

Del Mar, Calif.

State newspapers had saltatory sales a few years ago when they featured a "school strike." Throughout their issues they spread pictures of high school pupils parading behind a band, carrying banners demanding the reinstatement of two favorite teachers, and shouting denunciations of the school board. News of similar demonstrations in New York was crowded off the front pages to make place for the scoop of local interest.

Now that the whole fracas has blown over, emotions are quieted, and complacency restored, what was it all about? What lessons in school administration does this complex incident provide for prudent men who would foresee the evil and profit by the mistakes of others?

Community Backgrounds

Lavenham has been divided throughout the memory of its oldest citizens. The recent eruption over the dismissal of two teachers was just another in a series of outbreaks growing out of inner tensions and conflicting interests.

The Lavenham School District is a product of unguided evolution, and consists of the village of Lavenham, five elementary districts, and one high school district, encompassing all of the elementary ones. School board members are selected at non-partisan public elections. All five members at the time of the crisis were large landowners; all were past 65 (the age at which state law forces teachers to retire); and all were dominated by a determination not to let control of the corporation get into the hands of less well-established citizens.

Mr. Smiley had been principal of the high school and district superintendent of the Lavenham elementary school for ten years. He had gradually acquired almost autocratic power, but was growing dilatory, playing favorites toward dominant factions, permitting janitors to override teachers, allowing the school to stagnate with conservative curricular and extracurricular offerings. Opportunity elsewhere knocked in April, however, and Mr. Smiley resigned — effective immediately — to accept the new call.

Mr. Ball had come to Lavenham as football coach the fall before, and he made good in a phenomenal way. Largely because of his competence, he gave Lavenham

a championship team in his first year. This gave Mr. Ball such prestige that the school board elected him acting principal to finish Mr. Smiley's unexpired term. Mr. Ball worked hard at his new job, and tried to correct Mr. Smiley's errors in the few months remaining before summer.

The middle of May in Lavenham, like the Ides of March in Rome, was a climactic period. May 15 was the date set by state law as the deadline for notifying teachers, then under contract, whether they were to be employed the following year. May 19 was the date for election of two school trustees. There was no relation between these two dates when they were fixed originally by the legislature, but in Lavenham that year there was plenty of relationship.

Much to the dislike of the incumbents, two zealous reform candidates were seeking election to the school board. These men, Mr. Reel and Mr. Peck, had been directing their campaign toward the *hoi polloi*. Mr. Peck, the more ambitious and cantankerous of the two, was further irritating the incumbents by attending board meetings, prying into the voting records of the members, and writing offensive articles for the town's weekly newspaper. It should be said in Mr. Peck's favor, though, that he advocated the consolidation of the small elementary districts into one district coterminous with the high school district.

With the "Ides of May" approaching, the board elected an out-of-town man, Mr. Stern, to the principalship. On a Saturday shortly thereafter, Mr. Stern came to visit Lavenham and to have a conference with Mr. Ball. After the principal-elect had surveyed the situation, he wrote to the board declining the position and recommending that some other outside man be chosen. The board jumped to the erroneous conclusion, thereupon, that Mr. Ball had poisoned Mr. Stern's mind, and for ulterior motives.

The Crisis Comes

Mr. Walker, a new character in the story, had been music director in Lavenham high school for some eight or more years. His choruses and bands, like Mr. Ball's football team, had been exceptionally successful, and like Mr. Ball, he was very popular with the pupils and townspeople. As a citizen of the community, Mr. Walker had taken part in town politics,

and therefore was presumed by the angered board to be a reform insurgent also and a supporter of candidates Reel and Peck. Guilt by inference.

In different board meetings, Mr. Ball had spoken commendably of Mr. Walker and had recommended his continued employment. Therefore, Mr. Ball also was a reform insurgent. Guilt by association.

On the afternoon of May 15, the board met secretly and discharged both Mr. Ball and Mr. Walker, effective at the end of the term. That action, bordering on the underhanded, fired the shot heard 'round the schoolhouse. Before the day was over, the pupils knew that their two idols had been dismissed, and they began spontaneous, unorganized demonstrations. At the end of the school day, they paraded downtown, stuck posters on cars, and in other ways gave vent to their sentiments in spontaneous and unplanned fashion.

The following morning, photographers and newsmen from all over that part of the state were in town for pictures and stories. Mr. Ball called a school assembly and opened it himself with a plea for discretion and protection of school property. His remarks ended with an instruction to the pupils to go to their classes without mutiny.

Mr. Walker then took the floor for a similar appeal, and a third teacher likewise urged the pupils to attend their classes, all with good effect. The pupils asked for ten minutes of deliberation with all teachers withdrawn. The request was granted, and at the sound of the bell as scheduled, all pupils went to their classes for an orderly morning of schoolwork.

During the noon intermission, the pupils had a well-controlled and dignified parade about town, led by the school band. But at the sound of the bell for afternoon classes, all were back in their seats. There was no school strike.

That night, the adult citizens held a protest meeting, and conducted themselves with less dignity, wisdom, and adult demeanor than the pupils, and afforded a heyday for insurgents Reel and Peck. Nobody seemed to care anything about parliamentary procedure; there was no order and no program. Finally, an elderly banker influenced the citizens to appoint a committee to ask the board the reasons for the dismissal of the coach and the band director. This committee proved to be one of two instruments which led to the solution of the trouble.

The other instrument was a sagacious new high school teacher, who was neutral, who had good rapport with both factions, and who knew the inside details of the situation. In a conference with the president of the school board, he told the

whole story: how inefficiency and dissatisfaction had developed under Mr. Smiley; that neither Mr. Ball nor Mr. Walker was allied with or sympathetic toward the reform insurgents; that Mr. Smiley had been hoodwinking the board; in fact, that the board was letting their fear and hate of the insurgents make them jittery and warp their judgment.

At a special meeting, the board rescinded its earlier action and re-elected Mr. Ball football coach and Mr. Walker band director. An experienced outside administrator was elected principal. In the May 19 election, Mr. Reel won a place on the board, but Mr. Peck, the more obnoxious insurgent, was defeated.

Lessons From Lavenham

One auditor, on hearing the foregoing account from a citizen who had gone through the whole turmoil, commented that Mr. Stern was the smart man of the episode. Perhaps so, but not **everybody can run away from trouble**. A good school administrator is one who settles his troubles amicably, but a better administrator is one who operates his school so efficiently that such troubles don't arise. What can a prudent administrator see in the Lavenham incidents which he can use in preventing the occurrence of similar evils in his own school system?

1. The board of school trustees at Lavenham was too little informed all along, and much of the information it got was from unreliable sources. In fact, the board was downright negligent. Any school board should represent the public to the schools and the schools to the public, but no board can do so if lethargic or uninformed.

2. The board was not a deliberative body. It was jittery and impulsive. Men who can't control themselves can hardly be expected to control a school corporation.

3. The school board was cowardly and unethical in secretly dismissing the two teachers. Teachers should not be dismissed until after they have had their shortcomings pointed out to them and they have demonstrated their inability or disinclination to improve. And when dismissal becomes necessary, the board should be willing openly to face a discharged teacher.

4. Lavenham's school board members were too old. If one is too old to be a good teacher, he is too old to be a good school board member.

5. The board, through indifference of the citizens of the community, represented only one element of Lavenham. Such representation, although the predominant American pattern, is unsound and unwise.

6. Secret meetings of school boards are ill-advised.

7. Popular, nonpartisan election as a means for selecting school boards still has to justify itself. A board member so selected is responsible to nobody; such a member is his own platform. Completely nonpartisan government is irresponsible government.

8. Any person who is rabidly interested in becoming a member of a school board, or of remaining on one, should be regarded with suspicion. Evidently he has an ax to grind.

9. Overlapping school corporations, some

elementary and some secondary, are haphazard patchwork, inefficient, expensive, and ill-advised. Larger school units, each maintaining schools from the lowest elementary level through the highest secondary level, are the answer.

Leadership Needed

10. The top administrator at Lavenham was not on his toes, either professionally or ethically. Smooth operation of a school cannot be expected when the hand on the throttle is shaky.

11. Mr. Smiley exercised too much unrestricted authority, and much of it unwisely. A superintendent is only an agent of the board, and any board which permits its executive officer to proceed too far unchecked is neglecting its duty.

12. Weaknesses growing out of a lack of professional leadership can't be corrected all at once. Just as Rome was not built in a day, so it was not reformed in a day. Graft and favoritism can be stopped abruptly, but positively satisfactory policies and procedures cannot be put into effect with equal suddenness.

13. Unguided evolution cannot be trusted. True, changes should not come cataclysmically, but on the other hand, a school system should not just grow like Topsy.

14. Bold and competent administration does not run away from trouble. Instead, it foresees trouble, and prepares for it, and thereby largely prevents it.

15. Public relations were neglected at Lavenham. The mischief which an incompetent or unfair or unfriendly press can do to public education is too great to be overlooked. Constructive public relations is a continuous need. Community co-operation must be had through more worthy channels than public protest meetings.

16. The citizens of Lavenham were lackadaisical until a crisis arose, and then they became panicky. If democracy ever fails, this will be the reason. Eternal vigilance is the price of liberty.

17. The folly of factionalism and favoritism was obvious at Lavenham. They inevitably lead to bad ends. Good school administration effects a unity of the entire school and community into a zealous whole for a better school, a better community, a better nation, and a better society.

18. There were some elements of justice and right on both sides of the Lavenham fracas. Even the obnoxious Mr. Peck was right in his proposal to consolidate the small units into a larger one. It is seldom that all the virtue in any situation is on one side of a controversy.

19. Janitors can become too "influential." What is bad ethics in selecting teachers and supervising them is bad ethics in selecting and supervising janitors. There is no error in allowing janitors a voice, as citizens and school employees, in framing the policies of a school, but their influence should not outweigh that of teachers and administrators.

20. High school pupils are amenable to reason. At Lavenham they behaved themselves more commendably than did their elders. Perhaps the younger generation is not going to the dogs after all.



Mrs. Dale R. DaVee

INDIANAPOLIS PRESIDENT

Mrs. Dale R. DaVee, formerly vice-president of the board of education of Indianapolis, Ind., has been elected president. She is the second woman to serve in that capacity.

An active campaigner for strong public schools, Mrs. DaVee has maintained an interest in education which began in her childhood. She brings to the board an understanding of school problems and people, experience in the business world, and a fine personality which enables her to work effectively with all groups.

During her period of service on the school board, Mrs. DaVee has devoted endless hours to attendance at meetings, serving on committees, and working on special problems in the field of education, both on the city and the state levels. She has attended many workshop and conference meetings on curriculum and in-service education held in the school system.

During her service on the board, a long-range building program has been conducted which resulted in the construction of some \$16,000,000 worth of new school facilities. About \$2,000,000 of the board's revenue each year is being earmarked for new school construction and the modernization of older buildings.

During this time also, a broad program of curriculum improvement and modernization has been completed under the direction of Supt. H. L. Shibler. Many courses of study have been revised and the program calls for further revisions in almost every area by 1957. Mrs. DaVee actively supports these programs and frequently urges the board to act on them.

Although busy with school activities, Mrs. DaVee is a district vice-president of the Indiana Federation of Clubs. Her particular interest is juvenile aid and co-ordination of efforts of agencies working in this field.

A National Television Network for Educational Stations

TOM HICKS

Vice-President, WDSU
New Orleans, La.

Discussions with people in the fields of television and education indicate that there seems to be a principal basic fallacy in the present system of establishing an educational television station. Even though the funds are appropriated and the facilities installed, the educational station by nature of its subject material and limited facilities stands little chance in a competitive market.

It has been the experience of the commercial broadcaster that, even though the public may express a desire for educational and intellectually elevated programming, it will turn the dial to the channel it finds most interesting. As long as the commercial broadcaster is faced with the problem of delivering the largest audience possible to the advertiser, he can do little toward advancing this established level of appreciation. Certainly it is the intent of us all to perform idealistic service. In practicality, however, we are still faced with an audience which is accustomed to the soap opera technique, the quiz show, the slapstick situation comedy, etc.

A Double Purpose

In the broad concept, educational television should be directed not only toward reaching and advancing the knowledge of technical subjects, but also toward elevating the appreciation level of the mass audience. It is probably correct to assume that education, in this sense, is intended to advance our culture. Typical of the type of program which does this is "You Are There." This CBS presentation is certainly one of the most practical and thorough history courses in existence. The performances of Shakespearean drama over the past few years have not only been interesting and done with acute showmanship, but they have also given the audience a touch with classic literature never before achieved. "Amahl and the Night Visitors," the opera written especially for television, has achieved much of the same effect in music.

The reader is aware of such examples of fine programming. Unfortunately, they are merely a drop in the bucket when com-

pared to the normal commercial schedule. This sort of programming, however, could and does stand a chance against a commercial schedule. It would not only achieve the desired result from a cultural standpoint, but would hold its own in acquiring and maintaining an audience. For an educational station on the local level to present such programs is obviously impractical and virtually impossible. An analogy can be drawn between the educational station and a commercial station. If a commercial television station on a local basis had to exist solely from its own studio efforts, we would agree, that failure would be almost inevitable. The commercial station has several remedies for this situation; the two principal ones are film and network. An examination of television supremacy in various markets would point to the fact that the network station, with almost no exceptions, comes out on top.

Funds for the Network

Carrying this reasoning in the local educational television field, why would it not be equally feasible for the educational station, also, to build its programming schedule around the backbone of network presentation? This poses the problem of finding a farsighted philanthropist who would underwrite such an operation. If the problem were approached on a realistic basis—a live-or-die pattern for the local educational television station—all concerned might be agreeable to the suggestion that a percentage of total appropriations for the local station be applied toward the establishment and maintenance of the educational television network. The objection to this is naturally: "But we don't have enough money in the till to establish our local operation, much less to allocate a percentage of it toward this proposal." There are two answers to this protest: One is that, with such an ambitious project in mind, more money would be made available from other sources; second, with such a service supplied, the local station would need less appropriation for its local operation.

For several reasons, this proposed net-

work should be instituted in Chicago. First of all, there are many fine educators and educational institutions in that area. It is also a central point in the country, making it more accessible to various other institutions. From the standpoint of facility and showmanship, the best example of talented programs would be the early days of television when Chicago showed amazing ingenuity in developing new techniques for television. These were exemplified in such programs as the "Dave Garroway Show" and "Stud's Place," not to mention "Kukla, Fran and Ollie." These do not constitute the type of program we are discussing, but they certainly point to the creative prowess of the television showmen in Chicago.

Local Talent and the Network

The writer believes that the true philanthropist is not only a financier, but sometimes is a sincere individual with expert diversified talents to offer. If such a network were instituted, I have no doubt that many fine creative people could be drawn away from the commercial operations to expend their efforts in the proposed project. Many of the local educational television station operators, however, will insist that they can both fulfill the needs of their community adequately and can do it on a more personalized basis. This, unfortunately, is not altogether true. A local station simply does not have the facility or the talent to do the ambitious projects which are accomplished by the networks. With this proposed educational network, the local station would have a nucleus around which to build its local programs. Take, for example, a lecture on "Hamlet" by a local educator. Could it stand alone in a competitive market? Probably not. But if it preceded a network production of the play, starring Maurice Evans and prepared under professional guidance, the interest so generated would increase the number of viewers of the lecture.

Programs such as classroom demonstrations, lectures on various subjects, and the like, should certainly be done on the local level; however, these are not the programs which, by themselves, will get the audience. And without an audience the educational value of such presentations is useless. It is as though a teacher were confronted with an empty classroom in which he would deliver his lecture.

The only possible survival on a long-term basis for the educational television system in this country, therefore, is dependent upon acquiring and maintaining a fair share of the televiewing audience. The television network would not supply education for education's sake. It would promote programs designed with intelligence and showmanship, and devised not only to elevate and instruct subtly the American viewing public, but also to get and keep their eyes.

Educational TV is the Guide

This proposal is ventured because of a sincere belief in television as the foremost mass-communication medium of our

time, and because of a sincere belief that the public desires a medium of communication on a much higher level than ever before achieved. The unfortunate fact is that the public has to be led, and it would seem that educational television could be the guide. All of this can be summed up very simply by asking the question: "Confronted with two programs from which to choose, a lecture on astronomy and 'I Love Lucy,' how many viewers would turn to the lecture?" Wouldn't it be better if the question could be: "Confronted with two programs, 'You Are There' and 'I Love Lucy,' would not 'You Are There' receive a fair share of the audience?" We all know that, to some extent, dialing is a habit. If the viewer gets into the habit of turning

to the educational channel, he will also get into the habit of increasing his capacity for knowledge and entertainment on a cultural level.

The educator sometimes has a distorted idea of the expert in showmanship and entertainment. This is because the latter has always had to ply his trade in a commercial medium. Many of these experts would apply this trade with fervor if given the opportunity to function on an idealistically higher programming plane. The educator is certainly the foundation of educational television, but the expert showman is the only plausible registrar. The combined efforts of the two groups could certainly achieve what both have wanted for many years.

The Custodial Staff and Public Relations

STANLEY W. WRIGHT

Superintendent of Schools
West Springfield, Mass.

Much has been written of the importance of the public-relations aspect of the work of the School Committee, the superintendent and his staff, and of individual teachers. Little has been written of the favorable aspects which may be developed through the efficient and capable operation of the custodial staffs of the schools.

Many benefits will be gained by the municipality, if the custodial staffs are contented groups of men and women. The municipality, through its School Committee, its superintendent and his staff, and its superintendent of buildings has a definite responsibility to create and foster this general attitude. Here are just a few ways in which the attitudes can be aided.

1. A definite written statement of policies on the hours of work and duties to be performed.
2. An equally definite wage schedule, with opportunities for advancement.
3. Allowances for sick leave and other justifiable personal absences.
4. A job load with proper assistance where and when assistance is needed.
5. Praise for a job well done.

In West Springfield, Mass., a town of 25,000 population, the superintendent of school buildings has developed a clear plan and a schedule of duties for the custodians. These duties were formulated jointly with the janitor and the principal of each building.

In this day of the 40-hour week, when custodians work only on the five days when the schools are in session, it be-

comes increasingly difficult to get to the classroom cleaning in the brief time before the pupils arrive in the morning and the time remaining in the afternoon after the pupils have left. By means of conferences between the superintendent of buildings, the principal, and the head custodian, a plan has been laid out for each school so that the caretakers can take advantage of every minute available during the day for cleaning. Under this plan, the janitor knows what is expected of him and his staff, not only before and after school, but during the important hours when schools are in session. We want no occupants of boiler room arm-chairs. The school hours when classes are in session are also working time for the custodians.

West Springfield has a wage scale for custodians, with a policy of promotion for those who qualify for the better jobs. We have the following classifications of weekly pay:

Position	Minimum	Step 2	Step 3	Maximum
Matron	\$41.60	\$44.40	\$47.20	\$47.20
Assistant Custodian	48.00	51.00	54.00	58.00
Elementary Custodian	53.00	56.00	59.00	63.00
Secondary Custodian	58.00	61.00	65.00	69.00

In West Springfield, our custodians enjoy the same wage allowances during sickness as do the teachers, clerks, nurses, and others. The rules allow for 15 days per year, accumulative to 45 days in three

years. During the several years of operation, we have never had a custodian come anywhere near using his limit of time. However, it is very comforting to know the provisions are there when they are needed.

Important to the custodian is the fact that he can receive needed help—both leadership from his superior and assistance—when an overload takes place in the building. We have found it very helpful to have all our custodians understand that, when special help is needed due to an emergency, help will be provided by a custodian or helper from another building.

All our custodians are assigned permanently to a given building, but they are expected to be ready when there is a special need, to be moved for a few hours or a few days to another building. We have enjoyed complete acceptance of this arrangement—the men are willing to help out another custodian as they are happy to accept help when they need it.

Finally, praise when praise is deserved, is probably the best tonic for any man who is working devotedly at a job. A man who receives a pat on the back is a worker and a friend forever. Administrators do praise the teachers on occasions. They should treat custodians with no less appreciation.

What are the dividends which will accrue from such treatment? They are many and not readily measurable. You will have men who will polish, and clean until the school building sparkles. You will have men with initiative, men who will stay with you even though the wages are not always as high as in industry. You will have men who will meet the general public, "selling" the schools, the pupils, and the care of the buildings. You will have men who will give the public friendly co-operation when they

(Concluded on page 114)

School Boards and Superintendents Plan and Work Co-operatively in Florida

C. LEE EGGERT

Professor of School Administration & Field Services
University of Florida
Gainesville, Fla.

Consideration of the important topic of superintendent and school-board-member in-service training possibilities grew out of an assignment given the writer to discuss, with a school board member, the subject Superintendent-School Board Relationships. This assignment was given at one of the state-wide meetings sponsored jointly by the Florida State School Board Association, the State Department of Education, the Attorney General's Office, the State Auditing Department, Florida State University, University of Florida, and spark-plugged by the Florida Education Association through its active and energetic executive secretary.

Jointly Sponsored Meetings

The particular meeting referred to in this article was held during January, 1955, shortly after new school board members took office. The program was planned primarily for new members; but the areas examined were, as will be shown, of such wide interest and importance that all school board members and school superintendents in this state were urged to attend. It is the observation of this participant, with a background of teacher, principal, superintendent, and professor of school administration, that there ought to be many more meetings of this type. They should be held in every state and region where representatives of the lay public and professional people meet together for discussions and analyses of common problems.

Our conferences in the past have been too much separated. Teachers meet to consider what they believe to be their problems, principals consider theirs, superintendents others, and school boards still others. We verbalize the fact that a good school is and must be the joint co-operative effort of all these groups working together. It seems logical, therefore, that a number of our professional meetings should be jointly sponsored and planned to include a look into the problems and concerns of each of these groups. This observation was brought forcefully into focus as the Florida school boards' and superintendents' meeting progressed. A more sympathetic and broader understanding of the important work of both the board and the superintendent grew as the two-day session progressed.

Informal Discussions

The program itself was planned to start the first morning at a specified hour. This was the only time limit. Discussions were led by persons well informed in the areas under consideration. The discussions were informal, enabling anyone at any time to break in with questions and comments and success stories of work done effectively in some part of the state. The topics considered were Legal Responsibilities of School Board Membership; Superintendent-School Board Relationships; State Department of Education Responsibility to School Boards; Legal Responsibilities in Making and Operating under School Budgets; Pitfalls Involved in School Building Construction; Review of Financial Transactions by State Auditors; Where the Money Comes From; School Boards in the Southern States; Selection and Retention of Personnel; and Supervisors of Instruction and Curriculum Improvement.

It is true that with an agenda as wide in scope as the one just outlined, the topics could not possibly be given exhaustive treatment. It is also true, however, that wide coverage tends to give new board members particularly a broader view of the important work into which they are launching. It is also noted that, after a short treatment by several authorities working and conversing jointly, adequate time was given for all questions raised to be thoroughly examined by the whole group. The sessions in this way took the complexion of a workshop and a basis was laid for further consideration of these and other problems at later meetings.

Here, with school board members and superintendents sitting side by side, a feeling of understanding and fellowship developed. Such understanding is important and necessary for each to have as he returns to his local community to plunge into the knotty problems multiplied ten- and twentyfold in Florida with its almost unbelievably fast growth and consequent maze of new subdivisions, temporary and permanent buildings, temporary double sessions, teacher shortage, influx of temporary tourist students, and many other problems crying for solution.

Increasing Understanding

It should also be noted that in-service training and idea exchanging sessions held regularly year after year tend to raise the level of school board understanding and membership. This results in better schools and increased educational opportunities for boys and girls.

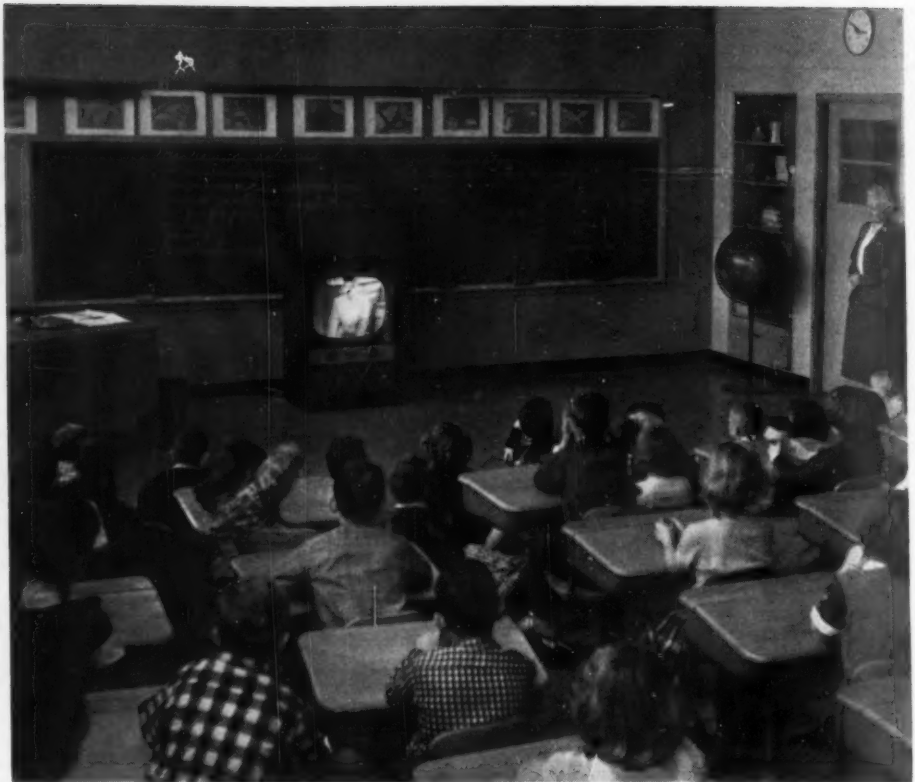
Several of the conclusions are summarized in the hope that our observations may be of help to school boards in other sections of the country:

1. School boards and superintendents operate within a framework of law which should be thoroughly understood by each board member and his staff and by the superintendent.
2. The school board is the legislative and, to a degree, the judicial branch of school government.
3. The most important school board function is that of policy formation. In this important work of policy formation and revision the teachers, principals, superintendents, lay people, and, in some instances, children should be brought into the work. Policy formation should be a truly co-operative effort.
4. As the school board goes, so go the schools of the area. The individuality of each board member reflects itself in the schools under a board's jurisdiction.
5. Every board member should have a copy of *A Creed for School Board Members* taken from a Phi Delta Kappa study and published in the *SCHOOL BOARD JOURNAL*, July, 1953.
6. School board meetings should be open meetings. Encourage groups, private citizens, teachers, and social studies class members to attend meetings. Where can children see and adults participate in democracy at work better than in the school board meeting?
7. A school board must always predicate decisions on "what is best for the children of our community." This must be balanced with the community's ability to pay.
8. There must be an atmosphere of co-operation between the board and the superintendent if progress is to be made.
9. Board members should know the condition of the budget at all times.
10. Citizens' commissions are effective and represent a type of democratic functioning. Keep them busy on constructive projects.
11. Citizens' commissions represent an effective method for educating the general public to school needs.
12. Effective school boards do not take a majority vote. They talk things over and reach a consensus.
13. People don't like to change their minds quickly.
14. A board member never commits himself or the board to a certain decision before it is arrived at in open meeting.

(Concluded on page 114)



The 24-inch television set owned by the Woodbury School is on casters, allowing it to be moved easily from one room to another.



This class enjoys an art program on "Iowa TV Schooltime" from WOI-TV, the Iowa State College station in Ames. (Illustrations, Courtesy WOI-TV)

TELEVISION INSTRUCTION

The Marshalltown, Iowa, schools are enjoying educational television programs provided by the Iowa State College educational station. The school-time programs of WOI-TV are regularly received in two of the schools equipped with 24-inch screen television sets.

In the Woodbury School, the Fischer Foun-

dation has provided the antenna system from the roof of the building. The 24 separate leads connect with each class and meeting room, and a mixer-amplifier unit in the principal's office controls the system.

When the television is to be used, the teachers roll the set into the classroom, plug in the antenna and power, and the classes are

ready to watch the program. While the school now owns only one set, plans are being made to place a receiver on each floor.

The programs are conducted at 10 a.m., Monday through Friday, with subjects including current events, history, See-and-Do (primary), science, and art.



Left: These children appraise a flower box they have made, as a group, following instructions of the TV teacher. Right: The antenna system operates much like a standard, electrical outlet. The principal can plug the TV into any classroom in the school.

What Information Should Educators Furnish the Architects?

ROLAND W. SELLEW

School Plan Consultant
Sellew and Gremli Associates, Architects
Sarasota, Fla.

At first glance, this would seem to be a naïve question. It might be reasonable to suppose that a topical series of main headings and subdivisions could be drawn up, codified, and arranged in logical sequence as an answer to the question. If this were possible, the educator could fill in the answers so far as the applicable blank spaces were concerned, write "does not apply" in those that did not fit the situation, turn the finished form over to the architect, and proceed to other matters until the time arrived to furnish and staff the school.

Specialized Information

As such an easy solution is not possible, the fact remains that in too many instances the architect receives insufficient information to enable him to plan the school which the educator has in mind. Let us rephrase this statement and it will be nearer to the truth. In too many instances the architect has insufficient specialized knowledge and experience to plan a school, and too little understanding of the import of the information given to him. The time has long since passed when a school was merely a row of identical classrooms, strung out along both sides of a corridor or along one side of a covered walkway. That statement applies with as much truth to the planning of an elementary school as to the somewhat more complex problems of a junior or a senior high school. The qualified school architect is now a specialist, not a general practitioner.

Unfortunately, the impression is prevalent that any professionally competent architect can plan not only a school, but any specialized type of structure, and do so with success. The facts will not bear witness to that thesis. Further, the fact that an architect may have planned even a rather impressive number of schools does not, in itself, establish his qualifications in that field. The Florida State School Architect and the members of his staff, whose duty it is to review preliminary and final school plans, will attest to that statement. Sooner or, as the architects fear, perhaps later, the profession of school architect will be recognized as one which

has definite spheres of specialization, as do those of medicine and the law.

The topic of this paper might well be changed to read: "What Information Should the Architect Be Able to Acquire From the Educator?" The words, "and Understand," could equally well be inserted after "Acquire." In an endeavor to point this up, let us paraphrase the thought as applied to another profession.

Would any of us expect our doctor to prepare a questionnaire that might be used to answer the question: "What Information Should Patients Furnish the Physician?" One would very properly have precious little use for a doctor who depended entirely on what a patient volunteered, with no examining, questioning, and possibly even probing, to get at the correct diagnosis and treatment. Is it not also true that we have come to expect the general practitioner to send us to a specialist in every emergency where specialized knowledge is helpful? Ah, you will say, that is different. Now you are talking about bodily health, perhaps even life itself. That is something really important. That is agreed, but is it not also important that public funds be so spent as to achieve the best possible educational value for every school building dollar expended? And please do not change that sentence around so as to make it indicate that the cheapest school is the best school.

Rise in School Costs

School construction costs have experienced an alarming increase over the past 30 years, and the end of the rise may not be in sight. We can all think of examples such as these:

A six-year high school, built in 1931 to accommodate 750 students, at a total cost, including land, architects' fees, and equipment, of \$260,000, or less than \$350 per pupil. That building, modified to meet present-day concepts, could not be reproduced in the same area for less than \$1,200,000!

A 20-room elementary school, with a combined auditorium-gymnasium, library, homemaking and shop rooms, cafeteria, and

administrative suite, built in 1926, at an over-all and total cost of slightly less than \$200,000. That school, and incidentally it would require a minimum of modification to bring it up to date, could not be built today in its location for less than \$800,000 to \$900,000!

School costs have gone up four to five times since those buildings were built, although the general cost indices have not advanced much, if any, over two and one half times. This is not to say that we are getting proportionately less for our present school building dollar. It emphasizes the fact that a modern school is a much more complex and specialized structure than the school of thirty, or even twenty, years ago.

Up to this point we have not started to answer the question posed by the topic. It is not a question that can be answered by starting out with Numeral I, Division A, Subhead 1, and running on to Numeral XX, Division Z. A few examples, however, can be cited as to approaches that may be used.

The simplest—simple in more ways than one—is to tell the architect something like this: "We are going to build a 24-room elementary school. There must be the usual administrative unit, a cafeteria and kitchen, supply rooms, etc. The site is such-and-such a plot and the cost must be within such-and-such a figure." As an afterthought, this may be added: "There are some things about the Niceville School that we like, but, of course, we wouldn't want to copy it in some other particulars." Fine. No question but that we shall get a school by this approach, but one can be one hundred per cent sure that the major item of certainty in the architect's mind will be the phrase "The cost must be within such-and-such a figure." Let us not minimize the cost factor; but let us also keep in mind the best educational value for the money spent. It is not buildings, as such, that we are buying; it is educational facilities.

Another Approach

The requirements in this other case were that of a comprehensive secondary school for a minimum of 2000 students in Grades 7 through 12 until about 1960 when Grades 10, 11, and 12 will completely fill the building. The city in which the school was to be built is of moderate size, situated about 15 miles from a large metropolitan and industrial center. There are many diversified industries within easy

commuting distance. The school would be a terminal educational experience for many of its students and, of course, preparatory to college and university for many others. Let us cite some of the major items from the ten pages of plant description prepared by the superintendent and his staff for the guidance of the architect.

General Data

Population 32,301
Children of school age 6,201
Grand list (taxable property) .. \$76,560,700
Bonded indebtedness..... 2,523,000
Tax rate..... 27 mills
Names of city manager, superintendent of schools, and members of the board.

Site

Complete data as to the 41-acre site, including its location, orientation, topography, soil, drainage characteristics, location and availability of utilities, and data as to principal highways and transportation feeders.

General Description of the School

(The following is quoted verbatim as being an excellent exposition of the desired end result.)

"By comprehensive secondary school we mean one with a program which combines some elements of the traditional high school program with some elements of the life adjustment educational program. It must provide more vocational experiences than are usually afforded in a secondary school. Some of these should be terminal experiences which may be completed in much less than the traditional four years of high school. The program must also comprise adequate facilities for large numbers of pupils in art, music, dramatics, athletics, literary, and forensic activities. Training in citizenship, in physical and mental health, and in allied areas will be included. The guidance program will assist the individual in making life adjustments, now and later, which will assure him of maximum benefits according to his capabilities."

Detailed Description

Under this heading there was a most complete and detailed description of every room, down to and including service and custodial facilities, with either the room size in terms of square feet of area or capacity in terms of numbers of individuals to be accommodated.

One Weakness

The superintendent and his staff had prepared an excellent and complete documentation of the requirements. It constituted a carefully worked out statement of needs. Left at that point, however, it would obviously have one vital weakness. The patient, so to speak, had done all of his own examining, had written his own prescription, and the doctor had not been present.

How many architects can translate such a documentation into terms of plans and



Dr. James E. Allen, Jr.

NEW STATE CHIEF

Dr. James E. Allen, Jr., who has just been appointed State Commissioner of Education for New York State, is an academic realist, with an academic background and a firm administrative hand.

At the age of 43, Dr. Allen is one of the youngest men to be named head of the Education Department. He joined the department in 1947 as executive assistant to Dr. Wilson, becoming deputy commissioner in 1950.

He obtained most of his experience in an administrative capacity on the college level. After graduation from Davis and Elkins College, he joined the staff of the West Virginia Education Department in 1933, remaining there until 1939. He then studied economics and public finance in the Graduate School of Princeton University. From 1941 to 1943, he was connected with the Center for Research at Harvard University. In 1943 he became secretary to the faculty and director of placement in the Graduate School of Education. He received his doctorate in education in 1945.

Prior to joining the Education Department staff, Dr. Allen served for two years as assistant professor of education and director of the Bureau of School Services of Syracuse University. As acting Commissioner of Education, Dr. Allen has handed down a number of rulings that made history in educational administration.

specifications? The educator is using terms and phraseology of significance to himself and to other educators. Is the architect cognizant of their meaning and implication? Would the whole show not have been better if the architect had been present at every meeting and every conference during which the requirements were being developed? The answer to each of those questions is only too obvious.

Another possibility in the school expansion program is engaging an educational consultant. The work of this consultant should consist, in the final analysis, of interpreting the educational requirements to the architect in terms the latter can understand. If the report of the consultant is so filled with educational terminology as to be of value to the educational program but unintelligible to the architect, it obviously serves little purpose so far as help to the architect is concerned.

The work of a school planning consultant, on the other hand, can be helpful. If his report is factual, clear, and concise as to meaning, devoid of pedantry, and accompanied by basic sketch plans, the result will insure the planning of an adequate school plant.¹ The aim of this procedure is to place in the hands of a specialist much of the basic planning, making it somewhat less vital for the architect to have experience in or knowledge of school design. It may well be that this method will gain real merit with the increasing load of new school planning projects. It is doubtful that there are enough experienced school designers to handle the load which is ahead.

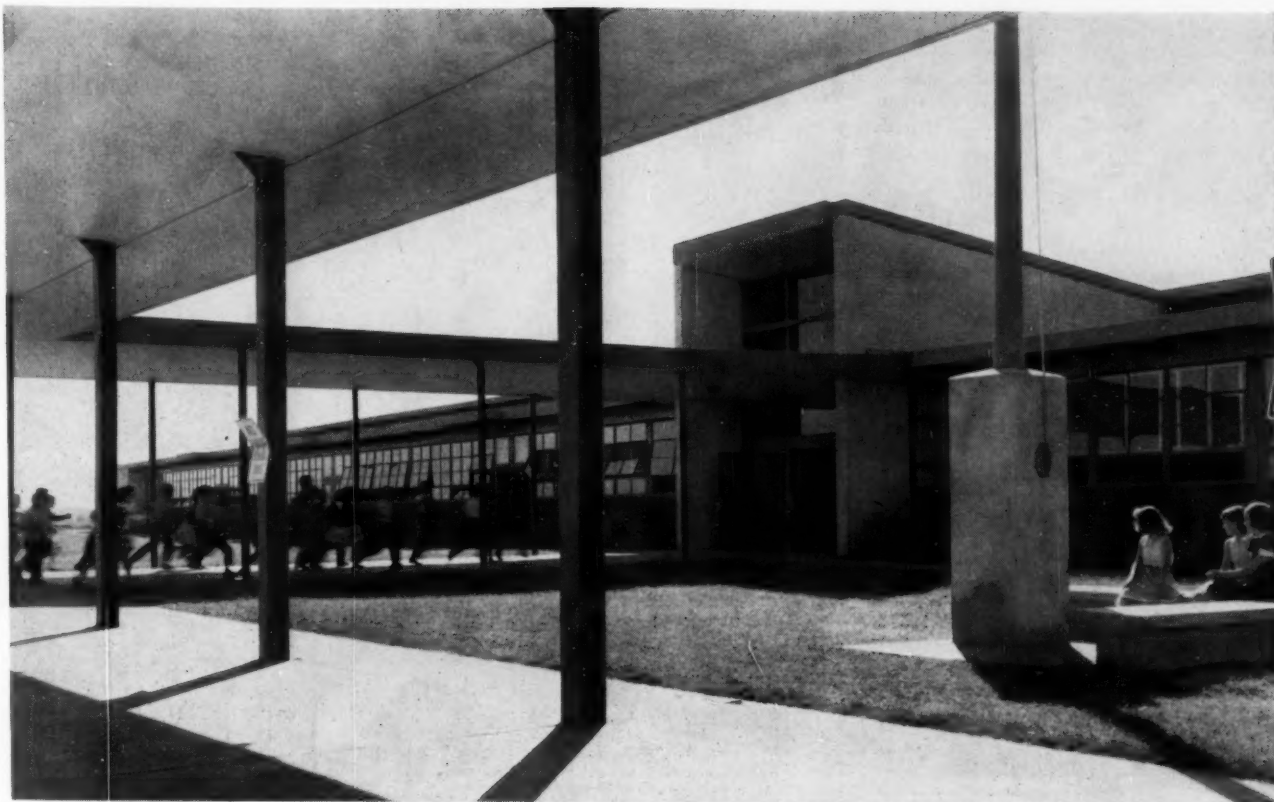
The Architect's Place

The most successful solutions have come about when the architect was on hand from the very inception of the project. The architect should be able to bring some degree of helpfulness and of specialized knowledge to every step along the way, particularly in the site selection and in the preparation of basic requirements. He should be not only permitted, but encouraged, to meet with school administrative staff members and department heads, at both the local and state levels. The basic planning should be a co-operative undertaking. Every staff and department head should contribute his ideas. These should be screened by the superintendent and correlated and co-ordinated by the architect into preliminary plan layouts. These initial layouts may best be schematic, and intended to delineate space and area allocations, traffic patterns, and the interrelation of units. The latter two are particularly important in any departmentalized school plan. From these basic studies, the preliminary plans can be logically developed but, before these are "frozen" into final form, they should be reviewed by conference with every individual who has contributed to their creation.

In other words, don't tell the architect anything! Let him be present when the thoughts are being batted around.

In conclusion, do not turn the problem over to the architect in the form of even a carefully worked out bill of particulars. The more successful end result will be that in which final plans have been worked out through exhaustive and co-operative working together of the administrative and executive staff, the department heads and the teachers who will use the facilities, and the architect. This procedure will not produce working drawings and specifications overnight, but it will insure better plans and finished product. It should also insure the best educational value for the money spent.

¹The approach in mind was outlined in a series of articles commencing in the September, 1953, issue of the AMERICAN SCHOOL BOARD JOURNAL, under the title: "The Pre-Planning Survey—A New Approach to School Design."



The Plantation Park Elementary School, Bossier, Louisiana — Samuel G. Wiener, Architect, Shreveport

Among the South's Best

The Plantation Park Elementary School

The Bossier City, Louisiana, Complete Elementary School

Use of the Plantation Park Elementary School, Bossier City, La., during a period of more than one and one half years, has demonstrated both the educational and the physical advantages of the special features in plan and construction required by the educational authorities and provided by the architects.

The school serves a newly completed housing area adjoining the Barksdale Air Force Base and a nearby, newly completed industrial center. A population study, directed by Supt. R. V. Kerr, indicated the need of 13 elementary classrooms, four primary rooms, 2 kindergartens, and a complete auditorium and cafeteria as basically essential to serve the educational program and to provide proper facilities for the adult community activities.

Utilization of Grounds

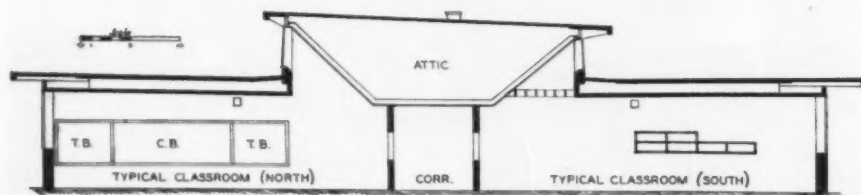
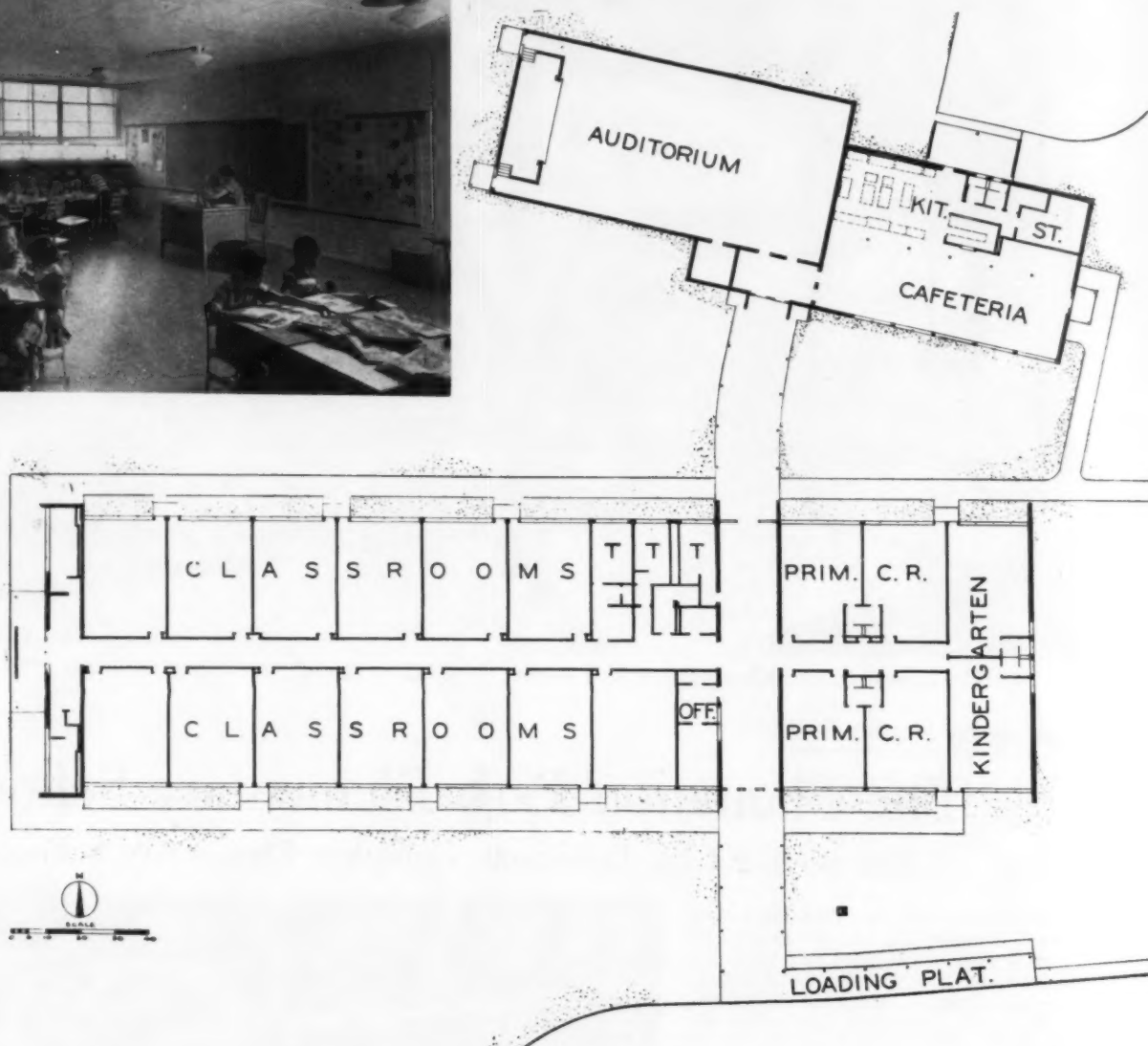
The building occupies a level site, measuring 500 by 700 feet, facing on the farther side of the playground a main thoroughfare, and adjoining on the inner side a secondary street. The school authorities and the architects made a number of studies to determine the best disposition of the building with special regard to orientation and access. Primary consideration was



A notable feature is the north and south illumination provided by the corridor clerestory windows, the ceiling and exterior windows. Light distribution, consequently, is equal throughout the room.



← In classrooms that face south, a continuous louver below the ceiling window diffuses sunlight thereby eliminating glare.



*The Plantation Park Elementary School,
Bossier, Louisiana — Samuel G. Wiener,
Architect, Shreveport*

given to full educational utilization of the buildings and grounds. Almost equal attention was given to convenience, safety, and suitable parking area for the school buses and private automobiles.

The classrooms face north and south, and the auditorium-cafeteria building is placed at the angle for free circulation of air and for the important purpose of preventing undesirable light reflection from the auditorium building walls into the classrooms.

Provides Good Ventilation

Various studies were made of the classrooms for size, shape, economy of construction, and natural lighting. Previous experience had convinced the architects of the importance of obtaining adequate natural illumination without direct sunlight. Consideration was given primarily to complete utility for the projected instructional program and for comfort of teachers and children in the warmest weather. The final

plans resulted in classrooms measuring 24 by 36 feet, with illumination from both north and south. The narrower length of the rooms is along the exterior and the corridor walls. This arrangement reduces the corridor area. Along the exterior walls, projected steel sash with hopper vents extend from wall to wall, except where exterior doors are located. A clerestory is provided with continuous projected sash, with a single manual operator for each room. These clerestory sashes are located



The auditorium-cafeteria building, connected to the school by a covered walk, has been built at a slight angle to the academic building to prevent light reflection into the classrooms.



The auditorium is actually a huge multi-purpose room and also serves as a gymnasium, music classroom, and meeting place for extra-curricular activities.

at the quarter point from the inner classroom wall as shown in the accompanying illustration.

A reflecting baffle area is placed on a slope behind the clerestory windows to provide indirect light. The roof extends beyond the windows to prevent direct sunlight from entering the rooms. On the south side additional extension is given to the roof, and a continuous louver was located at the ceiling height to further soften and distribute the light. The construction described has resulted in obtaining a diffused illumination throughout the room, and an avoidance of direct sunlight. Tests have been made that show very small variation in intensity within the room, and although the architects advised the installation of blinds or drapes to counteract glare from exterior objects,

they have never been installed. In order to comply with the state code, lighting fixtures were installed to provide 30 foot-candles in all classrooms, but it has not been found necessary to use the artificial lighting even on overcast days.

Each classroom has acoustical tile ceilings. Exterior walls are cast concrete; interior walls are plywood partitions.

The Multi-Purpose Room

The multi-purpose room, measuring 48 by 96 feet, is constructed with solid brick walls, with buff face brick exposed on the interior, and clear-span, exposed steel trusses. The ceiling height is 16 feet, and the continuous ribbon of windows is 12 feet above the floor.

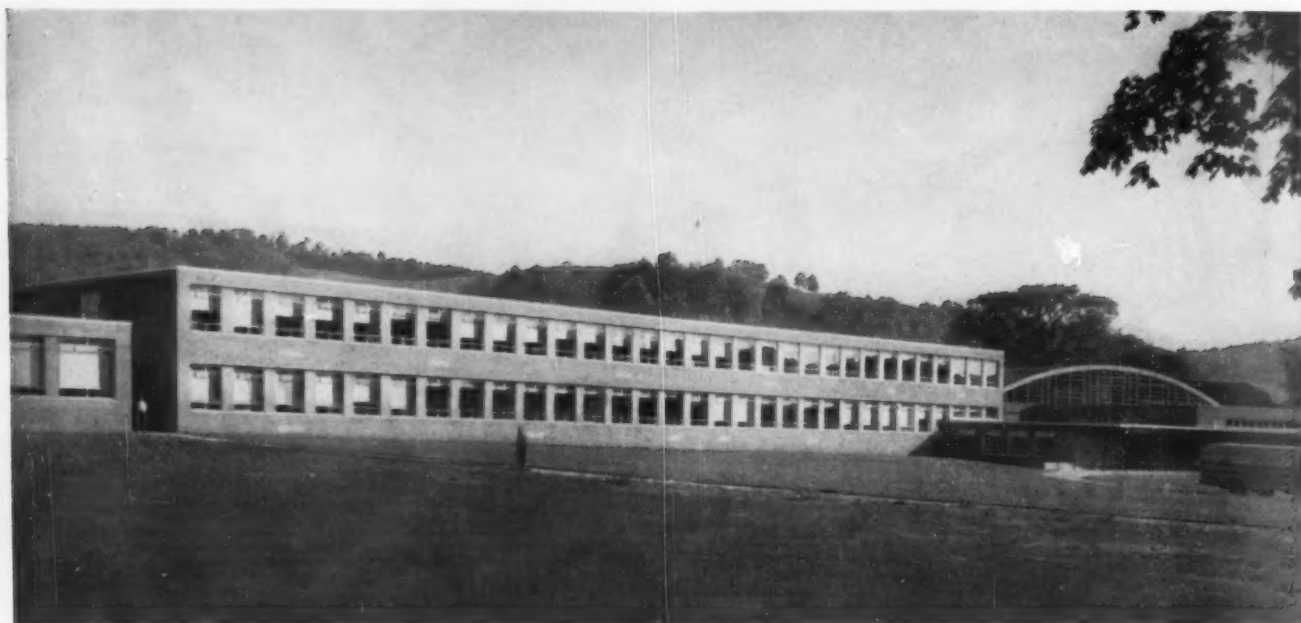
The cafeteria-kitchen area adjoins the multi-purpose room; a dining room proper

measures 72 by 26 feet; and a serving area is near the entrance. The walls are plaster; the ceiling is acoustic tile; the kitchen is fitted with heavy-duty hotel food and dishwashing machines. A service porch adjoins the kitchen.

For convenience and easy control, the toilets are centered near the playground entrance. The primary rooms and the kindergartens have independent, individual toilets.

The total cost of the building was \$283,332, or \$9.18 per square foot. The cost was financed by a bond issue and a federal grant.

The architect was Samuel G. Wiener and Associates, who planned the Bossier high school and who has since planned other school buildings in Bossier Parish (county).



Junior-Senior High School, Tri-County School District, Canton, Pennsylvania — Lawrie & Green, Architects, Harrisburg

A Rural High School

The Canton Junior-Senior High School

J. T. WILLIAMMEE, JR.

Supervising Principal
Tri-County School District
Canton, Pa.

As is the case with school boards throughout the land, one of the major problems of the Tri-County School District, after the forming of its jointure in 1950, was that of providing new, modern, and enlarged facilities for the boys and girls of the area. The high school building in 1950 had already crowded into its quarters twice as many students as it had been planned to accommodate, and each year would bring increases.

The Tri-County Jointure, located in the northern part of Pennsylvania is composed of six districts: three in Bradford County, one in Tioga County, and two in Lycoming County. Five are rural townships and one is Canton Borough. The district is in the heart of the dairy industry of the northern tier, and the 30 members serving on its board of education are "salt of the earth" farmers and businessmen. These men, under the leadership of the administration, evidenced the highest degree of co-operation, foresight, and dedication to the purpose of achieving the best in facilities and opportunities for their youth as they formulated their building plans.

The students of the district are scattered over an area of about 400 square miles, with a population of about 7000 people. The schools enroll about 900 pupils in the elementary schools and 600 in the high

school. Pennsylvania's jointures, formed by combining small districts into larger administrative areas for the purpose of avail-

ing themselves of building subsidies, are similar to the consolidated or central school systems in other states.

At the time the Pennsylvania General Assembly passed the subsidy bill for building school buildings, it also passed laws enabling joint school districts to set up municipal authorities to erect school buildings, the cost of which was to be amortized



The irregularly shaped lobby serves the administrative offices, the academic wing, and the gymnasium building.



The library is centrally located between the four English classrooms.

over a period of 30 to 40 years after which time the School District will become the owner of the property.

Upon the forming of the joint school district in the Canton area in July, 1950, the board immediately employed the architectural firm of Lawrie and Green, Harrisburg, Pa., to work out plans for a new junior-senior high school. As a first step in formulating plans, a group meeting was held, comprising representatives from the school board, the administration, the architects, and the teaching staff. This proved to be a unique arrangement. The usual procedure in such circumstances does not include opinions and desires of the people who work in the building day by day, year after year, trying to educate with what

the top brass "thought they needed"!

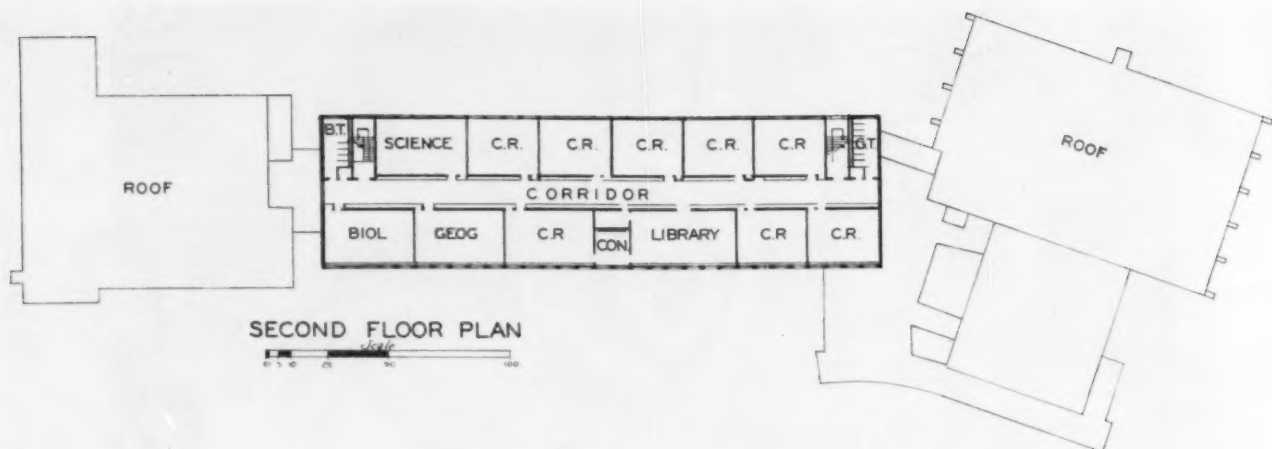
This group became the steering committee, and over the period of the next two years held 30 special and regular meetings to present ideas, thrash out problems, and incorporate suggestions before the plans were formulated into the final blueprints. The supervising principal of the district felt that planning would be greatly facilitated by splitting up the different phases of work among more people and accordingly set up School Board Committees to submit plans for room schedules, building, selecting furniture and equipment, and handling finances. As the planning progressed, many conferences were held with the various heads in the State Department of Education and much aid was received from them.

Early in 1952, definite plans were finally evolved and presented for the approval of the entire joint board of education. The board of education accepted the recommendations of the committees, as translated into the architects' blueprints and launched its program of building the much needed junior-senior high school to cost an estimated \$1,000,000. The municipal authority was set up according to law, and the finance committee worked out with them the method of financing and the proportional costs to be borne by the respective districts.

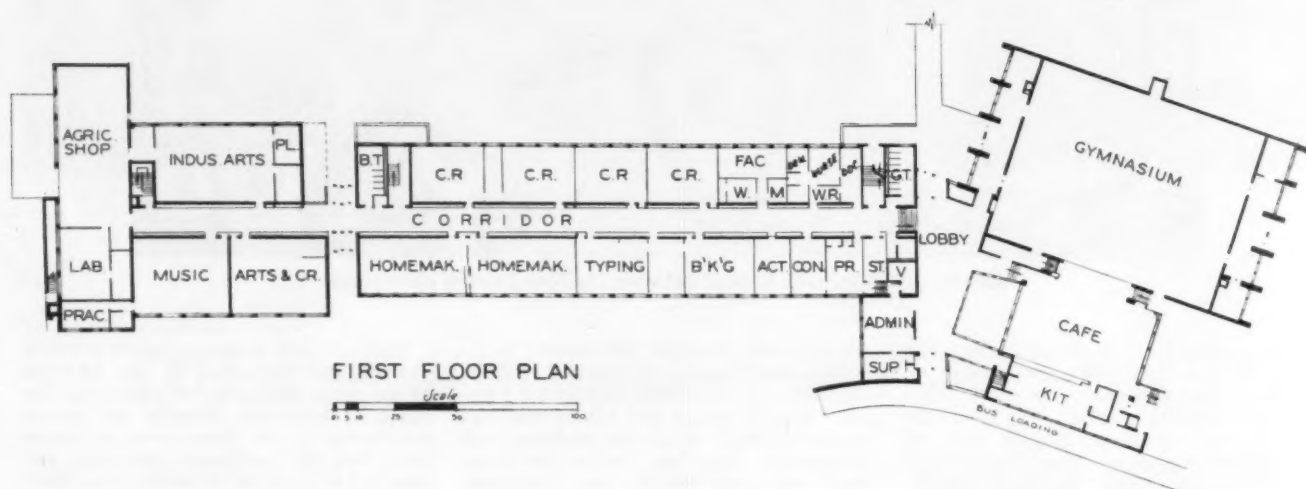
Stated briefly, the financial problem was worked out as follows: The authority sold \$1,076,000 worth of bonds which will be amortized over a period of 33 years with



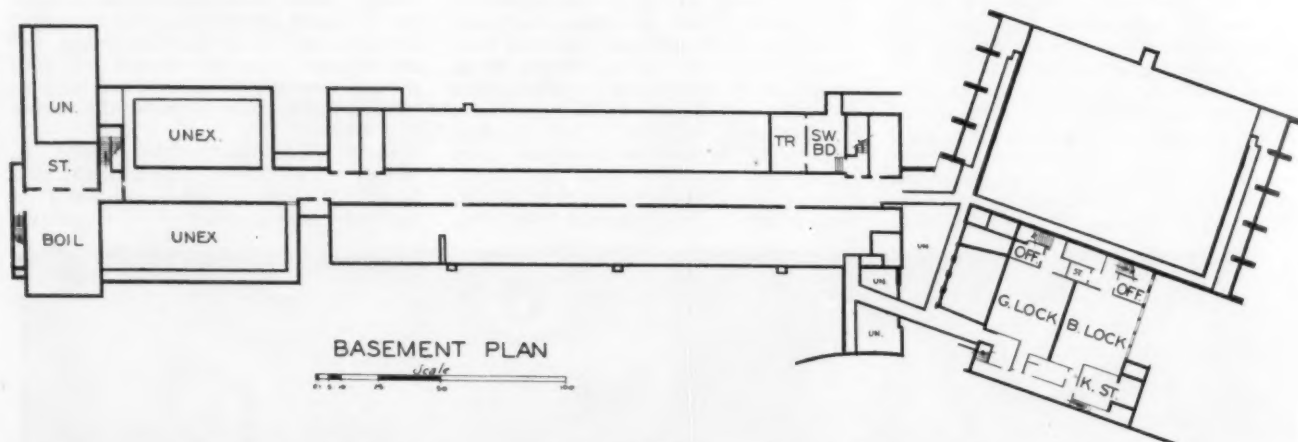
The industrial arts shop (left) and arts and crafts room (right) are housed in a one-story unit at the end of the academic wing.



SECOND FLOOR PLAN



FIRST FLOOR PLAN



BASEMENT PLAN

Junior-Senior High School, Tri-County School District, Canton, Pennsylvania — Lawrie & Green, Architects, Harrisburg

an average interest rate of 3.65 per cent. The state agreed to pay a subsidy to each district, figured by "multiplying their share of that proposed cost by the reimbursement fraction squared." In most districts the reimbursement fractions were between 80 and 90 per cent of the cost, giving an average subsidy from the state to the district of 85 per cent. This plan, unique in Pennsylvania, aims to give the child in the rural, less affluent areas opportunities and

facilities comparable with those enjoyed by the pupils in wealthy metropolitan areas.

Several unusual features make the Tri-County High School building unique and outstanding. The gymnasium is constructed in the shape of a huge quonset hut in order to give a maximum amount of room. Flying buttresses on the outside support the steel girders. This gives the necessary height for playing basketball, plus the maximum seating capacity. The entire

upper half of the ends of the gymnasium is glass windows so that artificial lighting is needed only at night. The gymnasium measures 115 by 100 ft., and normally seats 800. The cafeteria has been placed adjacent to the gymnasium so that it may be used as a stage on special occasions, with auxiliary seats on the floor of the gymnasium to the total of nearly 2000. Conversely, the cafeteria space may be diverted for extra seats for the big games of the season.

An electrically operated folding partition divides the gymnasium lengthwise into two parts so that boys' and girls' classes may be held simultaneously. This division may be made for separate junior and senior high school assemblies to improve the acoustical properties.

The industrial-arts shop, the arts and crafts room, the agricultural shop and laboratory, and the music suite are all housed in a one-story unit at the west end of the main two-story structure. This was done so that the noise-making departments would be separate from the main unit, thereby causing a minimum of disturbance. All these rooms have acoustic tile ceilings, and have been made as soundproof as possible. The music suite provides small rooms for individual lessons, a medium-size room for small groups, and an oversize classroom large enough for full band and chorus rehearsals.

The library is advantageously placed in the center of four English classrooms, with doors connecting all rooms of the suite. The conference room between the library and room of the head of the English department is conveniently located for committee work with special references from the library or for workshop groups assigned there by the English department.

A glance at the floor plans will show some helpful features of the administrative office location. The offices of the supervising principal, the high school principal, and the business office are intercommunicative, which is a definite aid to efficient carrying out of policy. A large walk-in vault for important records and for keeping of funds is strategically located. Adjoining and communicating with the high school principal's office are two conference rooms which have a multitude of uses, including guidance services, student council conferences, workshop for the school paper, yearbook, etc.

As Canton is a dairy community, the agriculture course has one of the largest enrollments. Kermit Hess, the head of this department, has been with the school for 23 years and enjoys the confidence of the administration. His ideas for this suite included a large shop, classroom and labora-



A homemaking classroom with a home atmosphere

tory placed adjacent to the other shops. These rooms are separated with partitions of plate glass, allowing over-all supervision of the department. The agriculture rooms, industrial-arts shop, and arts and crafts rooms being located in one wing provides for carrying out the program in these different rooms to the best advantage.

The oversize arts and crafts room, unique in shape and equipped with painstaking care as to details and optimum usefulness, reflects credit on the thorough planning of Gaston LeBois, art supervisor. The plentiful storage space and wealth of tack board are enviable features of this department.

The medical suite, with separate rooms each for doctor, nurse, and dentist, as well as an isolation room and toilet and lavatory facilities, is the last word in clinical completeness.

The building is constructed of cinder blocks faced with red brick. It has simple modern lines which help it to blend into its setting on the main street on the edge

of the town of Canton. It is available from two streets, and the back of the building faces the athletic field which lies just across a secondary street. The original field has been enlarged by the purchase of additional acreage to afford increased parking facilities for school functions and games. This area is fenced in and is attractively landscaped as are the school grounds.

Landscaping is brought into the picture also in two enclosed planting areas in the main lobby. This lobby, which serves as a reception center for the school, is beautifully attractive and light by day; floodlights by night pick up the decorative features.

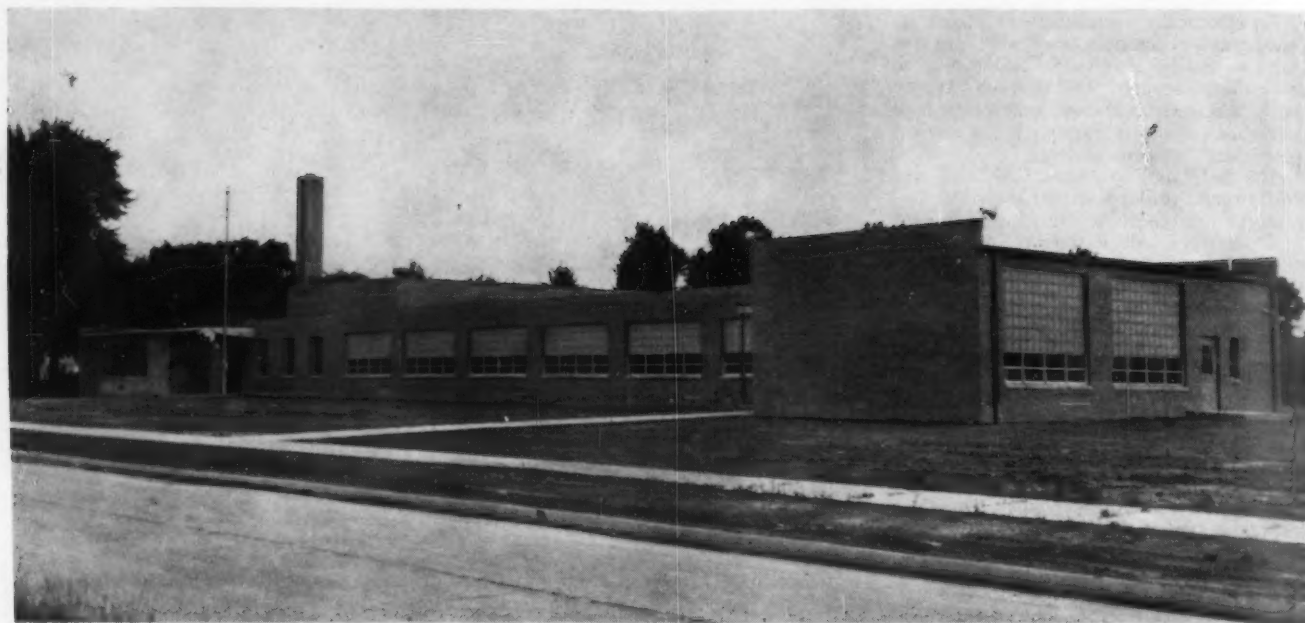
Construction was planned for completion in time for opening of school in the new building at the fall term, August 30, 1954.

Open house was held on September 17, at which time the entire community was cordially invited and encouraged to inspect and explore the new school—its dream come true.

(Concluded on page 112)



Members of the Tri-County Joint School Board are, left to right, seated: Charles Kline, Mrs. Eleanor Campbell, Mrs. George Clegg, James Adams, Dr. E. C. Ottoson, Burton Owen, Curtis Wright, T. R. Merker, Walter Saxe, Martin Rockwell, and Emerson Lewis. Standing, left to right: John Brackman, William Skelly, Frank Jackson, Charles High, John Swingle, Donald Bunn, Willard Spencer, Philip Biddle, Bruce Morse, Harry Schmelzle, Mack Hagar, Davis VanDyke, Elwin Baldwin.



Washington Elementary School, Lorain, Ohio — W. J. McFadden, Architect, Lorain, and Fulton, Krinsky & Dela Motte, Consulting Architects, Cleveland

Lorain, Ohio, Creates a Progressive —

Elementary School Building Program

W. A. PILLANS
Business Manager
Board of Education
Lorain, Ohio

The high birth rate, annexations, and an unprecedented increase in new home construction of industrial Lorain, Ohio, created a schoolhousing problem which, so far as elementary schools are concerned, is being solved rapidly and on a pay-as-you-go plan. In the belief that Lorain's experience might be of interest to other school systems, part of this article is devoted to the financing plan.

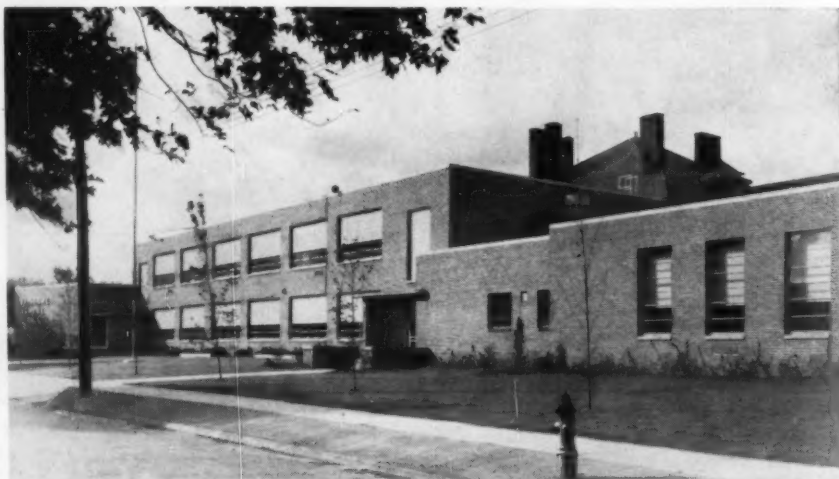
The foundation for this "pay-as-you-go" policy was laid in 1930 when the board of education determined to establish a Building Improvement Fund by transferring \$27,000 from the General Fund and recommended that it be built up by transfers or levies each year. Although no major building projects were contemplated at the time, the board recommended that, if and when such projects became necessary, they should be financed from the Building Fund created only by specially voted Building Levies.

Additional Levy

The bonded debt, at this time, was nearly \$2,000,000. As it was paid off and the tax levies for the payment of bonds and interest decreased, the board began setting up a voted Building Levy. Starting with one mill, it was increased from time to

time until the current levy is four mills which produces about three quarters of a million dollars each year. The board is asking the voters to increase this levy to six mills effective in 1955.

One 16-room elementary school and two secondary school additions were completed before the current building program began in 1951. In September, 1952, two elementary buildings were completed. A year later two more were placed in service; and in the fall of 1954, the fifth complete building and a nine- and a seven-room addition to two elementary schools already in service were opened for use. In the three-year period 75 new classrooms, or 40 per cent of



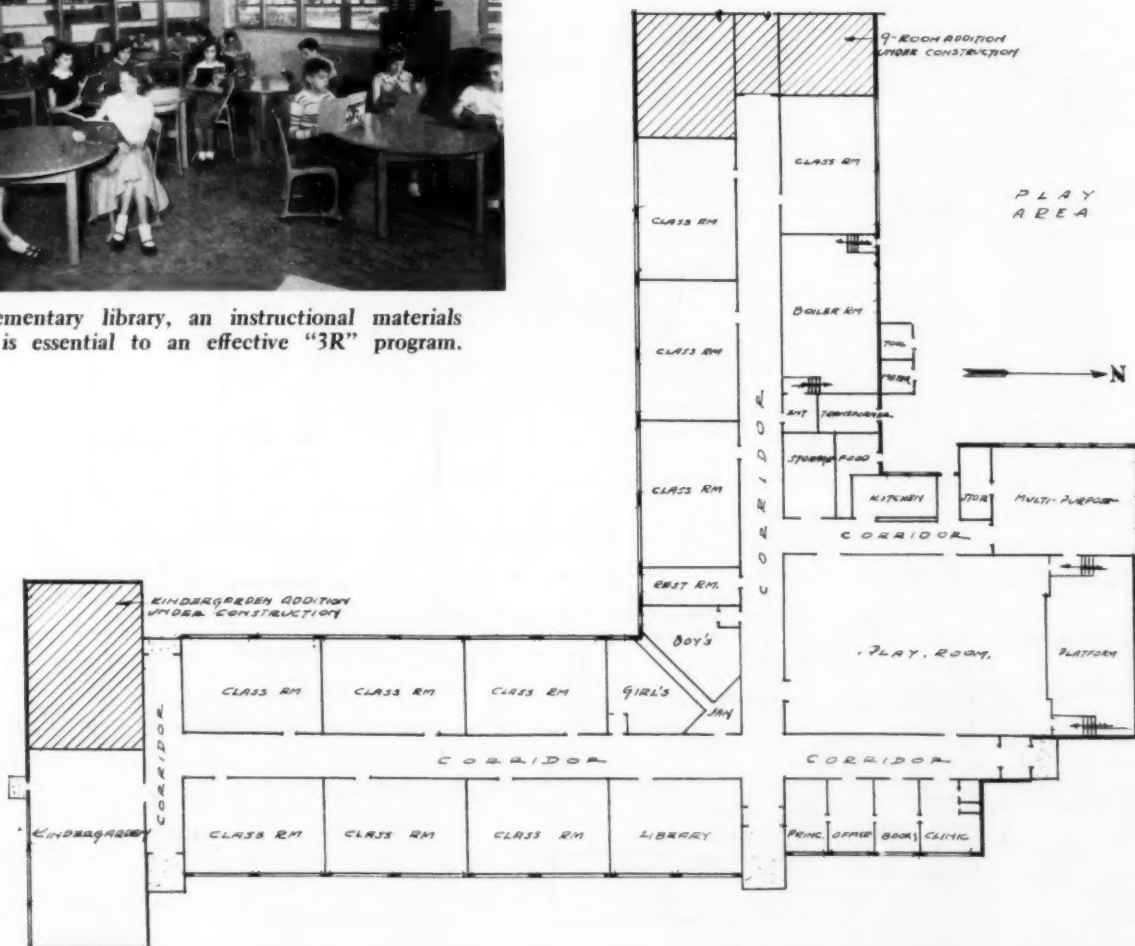
Fairhome Elementary School, Lorain, Ohio — W. J. McFadden, Architect, Lorain, and Fulton, Krinsky & Dela Motte, Consulting Architects, Cleveland

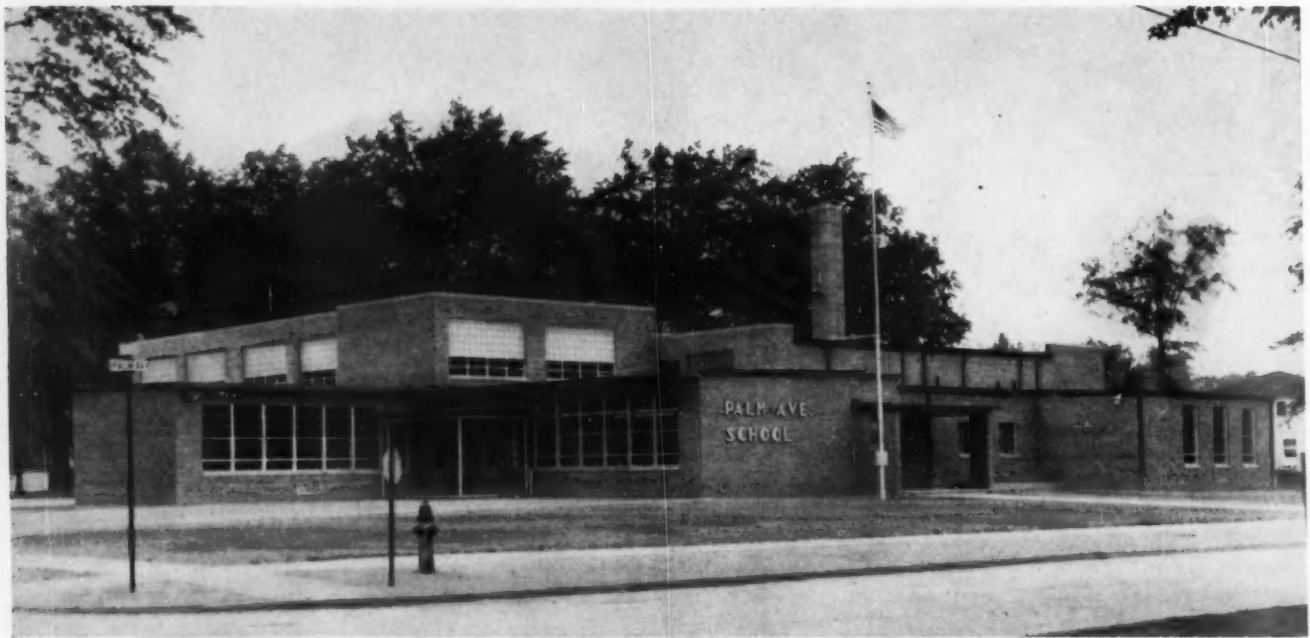


Larkmoor Elementary School, Lorain, Ohio — W. J. McFadden, Architect, Lorain, and Fulton, Krinsky & Dela Motte, Consulting Architects, Cleveland



The elementary library, an instructional materials center, is essential to an effective "3R" program.





Palm Avenue Elementary School, Lorain, Ohio — W. J. McFadden, Architect, Lorain, and Fulton, Krinsky & Dela Motte, Consulting Architects, Cleveland

the total elementary classrooms, were of new construction.

Construction work is now in progress on a remodeling job of two older elementary schools which will increase their capacity by about 200 pupils.

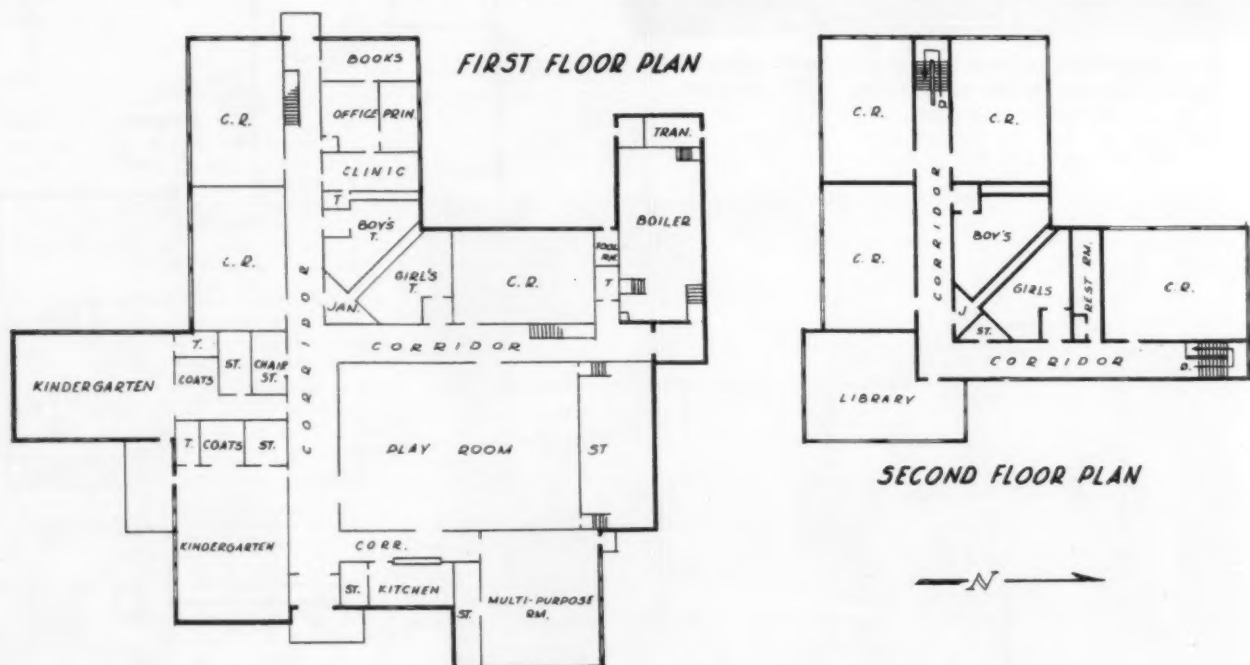
The new buildings are of modern functional design incorporating maximum fireproofing, safety, and economy of maintenance features. Heating is by steam with provision for both gas and oil fuel. Unit heaters and ventilators are used throughout with added radiant heat in the kindergarten floors.

Fluorescent lighting fixtures have been installed in all classrooms and general service rooms, with incandescent fixtures in the auditoriums and kitchens. The windows are of aluminum with directional glass block.

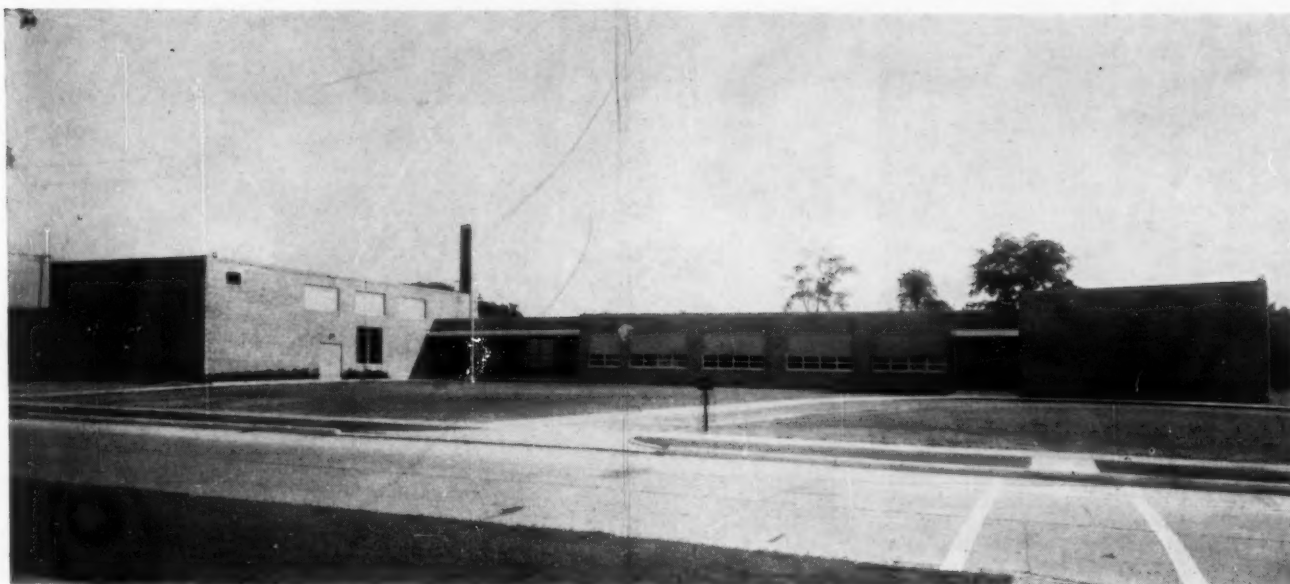
Recommendations of lighting engineers and oculists have been carefully considered in classroom planning. The fenestration, artificial lighting, ceiling and wall colors, linoleum, woodwork, and furniture were designed on specifications written to assure lighting of the quality and quantity necessary for optimum visual conditions for the pupils. Ceilings have acoustical tile; floors

are linoleum; walls are plaster with dados of glazed tile; corridor floors are of terrazzo.

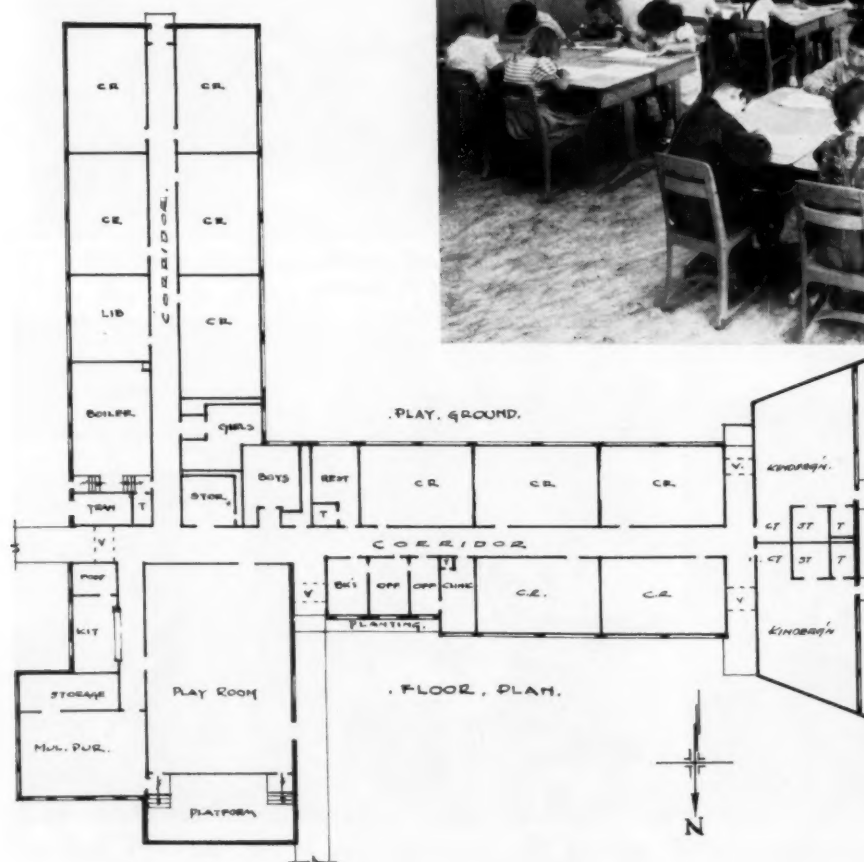
The classrooms are 24 by 36 feet and have individual sinks and drinking fountains, work counters, storage cabinets, closets, and bookshelves. Chalk board and tack board cover the front and rear walls, with tack board covering the wardrobe doors. The kindergartens are 28 by 38 feet with individual toilet rooms and a large storage room. Large clothing hooks have been provided in an area near the entrance. The terrazzo is continued here from the



Palm Avenue Elementary School, Lorain, Ohio — W. J. McFadden, Architect, Lorain, and Fulton, Krinsky & Dela Motte, Consulting Architects, Cleveland



Lakeview Elementary School, Lorain, Ohio — W. J. McFadden, Architect, Lorain, and Fulton, Krinsky & Dela Motte, Consulting Architects, Cleveland



Spacious, well-lighted classrooms with movable furniture facilitate the development of a modern instructional program.

corridor because of wet overshoes during the winter.

The "Community Center"

A "community center" is at the central point of each building. It includes a combination auditorium and playroom, chair storage area, a multiple-purpose room with adjoining kitchen, a library, and an administrative suite. The playrooms are 45 by 65 feet with a stage; the general purpose rooms are 30 by 40 feet with three large folding wall tables. Both are equipped with blackout curtains. The administrative suite includes a general office, principal's office,



The attractive and comfortable teachers' lounge

storage and duplicating room, and health clinic. The library is equipped with flexible furniture so that it may also be used as a conference and meeting room. Ceiling gates in the halls isolate this area for community use.

Well-drained blacktop playgrounds for the different age groups are provided. Safety factors were carefully considered when the play apparatus was installed.

All buildings were planned with central facilities. Boiler capacity, electrical equipment, etc., are of sufficient size to permit additions without the necessity of enlarging the present structures. This planning contributed greatly to the low costs of the two additions to the new buildings, for which contracts have been awarded.

The consulting architects were Fulton, Krinsky & Dela Motte of Cleveland, and the local architect was F. J. McFadden of Lorain. This arrangement has been particularly satisfactory as it made available both the services of a large firm and a local man. Contractors state that bidding is influenced because they know that costly delays will not develop due to the prolonged absence of the architect.

The educational planning is under the direction of Dr. John W. Evans, superintendent of schools, and his staff.



The auditorium-playroom has a permanent stage, 45 x 65 ft. playroom area, a public address system, and blackout curtains.



Work counters and furniture are proportionately scaled for effortless use by pupils.



Left: A reading circle meets in the well-lighted front corner of the classroom, close to the chart rack and chalk board. Right: A pleasant reading atmosphere is obtained by combining table, bookshelves, and attractive displays.

Promotions from Within or Without?

MAURICE D. ADAMS

Assistant Head, Technical Extension
Purdue University
Lafayette, Ind.

To the Editor: A number of years ago, I was employed as high school principal in a small city (referred to as X in this paper) of 10,000 to 12,000 population. When the incumbent superintendent of schools announced his approaching retirement, I made formal application for the position. There were several candidates from outside the school system and two or three others from within.

Before the board of education made the final selection, there was a great amount of controversy among local people concerning the merits of employing an "inside" or an "outside" man. In fact, the question grew into a very "hot" local issue.

I was invited to supplement my formal application to the board if I cared to. Inasmuch as I had been in the board's employment for many years and knew each member personally, I decided to discuss frankly the real issue confronting them. Consequently, I did present to them my own thinking pertaining to the problem of employing an "insider" or an "outsider" when key educational positions are to be filled.

Undoubtedly countless boards have faced this very problem. For that reason I offer in this article the gist of my message to the X board.

To the Members of the Board of Education:

Hamlet's great problem, according to Shakespeare was, "to be, or not to be?" Ours, it appears is, "outside or inside?"

May I present a few arguments pro and con on the proposition of employing an "inside" or an "outside" man for the superintendency? There are sound arguments on both sides of the question. I would like to summarize them, in as fair a manner as it is possible for an inside candidate to do.

Training and Experience Differences

There can be very little difference between the "inside" and "outside" man so far as training is concerned for both have of necessity secured their training outside of X. I received all of my training outside of X and much of it outside the state. This is also true of the other local candidates.

The diversified training of all such candidates in most instances comes from the "outside." In this respect, all are as much

"outside" men as you are likely to find.

The difference, so far as training is concerned is not in being from "inside" or "outside" but in the training itself.

Concerning experience, both "inside" and "outside" men, if qualified in this respect, will likely have had two or three years of elementary teaching and have held an elementary principalship for a time. Both will have had several years of high school teaching and two or three years as a high school principal. In these respects they will be alike. But in respect to the location of this experience they will differ. The "outside" man will have had all of this work outside of X.

With his experience he has the advantage of bringing his ideas from the outside. But, to a certain extent, he is at a disadvantage in not knowing the details of the local school system. Naturally, the new man should at least save the *best* from our system, and there are many good things here. Before he can begin work, then, he must go through an exploratory period of learning about the schools, the teachers, and the city in which he is to work. This will take several months and in the meantime he can do little more than "mark time."

The local man, having watched the system for a number of years, knows it intimately, and long ago has reached conclusions concerning the needs and the procedures to be followed. In fact, throughout my training in administration, I have had the X system in mind and practically everything I have learned has been learned in its relation to our own needs and problems here. That has been my great motivator.

It would seem that there are advantages to *some* inside and some outside experience. But the significant difference is in the type of experience, where it was, the community, and school system involved. Experience in a small agricultural community, in a small school, does not equal experience in an industrial community, with a large foreign population, and schools larger than X. Under these circumstances "inside" experience may be superior to "outside" experience. It is true, however, that proper "outside" experience may serve to introduce valuable new procedures into our system.

In conclusion, it appears to me, that the important point is the nature of the applicant's total experience, rather than whether the man immediately prior to appointment was from "within" or "without" the system.

Friendship and Acquaintance

The "outside" man comes in as a stranger — unacquainted with teachers, parents, or pupils. The "inside" man knows many of the

people in one way or another. He has his clubs, his church, and all of those intimate contacts with the community that come from a socially minded man's residence for several years in the home town.

There are those who are inclined to consider this a disadvantage to the "inside" man and an advantage to the "outside" man. If this be an initial advantage, then by the same argument, it would be an advantage for the new superintendent to *retain* this aloofness — not to associate himself with the Church, the rotary, fraternal organizations, the Scouts, and other civic enterprises, nor with the people of X. The absurdity of this becomes at once apparent. No one would consider such a man a competent leader of the schools, inasmuch as school leadership requires the closest of association with the community. What is considered as his advantage, if *retained*, becomes his disadvantage and the cause of his ultimate failure.

Entangling Alliances

The argument is advanced that the new man is free to do anything that is for the best of the schools — to dismiss this teacher, recommend that one, close this school or that one, suggest that coal contracts be awarded to one dealer rather than another — depending in every case on the merits of the proposition alone.

It is contended that the local man, due to friendships and obligations, is not able to act so impartially — that his associations have saddled him with personal obligations and ties that must be considered.

In so far as *this is true* of the "inside" man, it is absolutely a sound argument and a good one against employing him. If, on the other hand, he has seen this time coming for years, and has conducted his professional work and life in such a manner as not to be obligated, except to promise the best schools possible, then the argument does not apply.

In this respect much depends upon his manner of obtaining the superintendency. If he canvasses the city for influential interference in his behalf, he becomes obligated to a great number of people (no matter how little their influence) — many of them with axes to grind. If, on the other hand, he applies to the board, attempting to secure the position on merit alone, allowing intercession to the board only by those who have no interest except the interest of the schools, he may come into office with the respect of all the people and his hands as free as those of the outsider.

Jealousy Among Colleagues

The argument is advanced that, where an "inside" man has been advanced over a colleague or colleagues, this advancement tends to create resentment and jealousies making for lack of co-operation. This argument is in a sense true, and in a sense false.

Every intelligent man learns to rate himself in comparison to those with whom he associates. He soon learns those of superior ability to himself and quietly recognizes it. If the man with great ability does not assume a domineering attitude or one of superiority, but remains plainly and commonly human, he retains the admiration, respect, and well wishes of his associates. We see this happening every day as one man advances while another doesn't — in business, industry, politics, the professions — everywhere.

Somewhat over ten years ago I determined that, if humanly possible, I hoped to be superintendent of X schools some day. I went to work and season after season I have studied and worked and improved. I believe that I have progressed far along this line.

Most of my colleagues recognize this and

would openly be only too glad of my promotion. (I suggest that this question be asked privately, if you care to, of any of our best teachers with whom I have been associated. I have not spoken to any of these people, but I think I know that the majority will have no jealousy and will give their wholehearted co-operation to me or any other qualified man.)

If jealousy is felt, it is likely to be among two types of individuals—one who knows himself to be superior, or one whose abilities are so far inferior that he is unable to recognize, or unwilling to recognize superiority when he sees it. The first man says nothing and looks elsewhere for advancement. The second man may manifest resentment but, being rather anxious to survive himself, will swing to the opposite extreme of servile co-operation—at least so far as he is able.

But in the long run, whether there is jealousy and discontent depends more on the man promoted and his behavior than on his associates. If he sets out intelligently and deliberately to avoid it he can do so and gain much respect in the achievement.

Known vs. Unknown

There are several ways of obtaining information about an applicant; what he says, what he writes, what others say or write about him, and *What he has done*.

Needless to say, it is easy to talk, and the man who talks the best does not always produce the best. The same is true of what a man writes. Recommendations are notoriously unreliable. Did you ever hear of an applicant for any position who could not give pretty good reference from some source? Human nature is such that one person can hardly refuse to recommend another no matter what his performance has been. The most reliable source of information is what a man *does*, what he actually delivers. This is the supreme test. Emerson says, "Your actions speak so loud I can't hear what you say."

It goes without saying that the "inside" man must stand up in this respect because his work is so easy to investigate. In other words, the element of chance is reduced to almost nothing on the "inside" man who has made good. You can know, beyond a doubt, how he will continue to make good.

With the "outside" man it is not so easy to be sure. Most of the evidence is secondhand. He may have made good in a community of a different character and not do so here. In fact, the element of chance is increased.

Philosophy of the "Outside" Man

The notion that to get a capable superintendent we must go out of town is akin to a great many other common ideas. Even the cattle are supposed to believe that the grass outside the fence is greener. Certain, also that young men are inclined to believe that the girls in the neighboring town are a little more attractive—a little more romantic than the girl next door. Thousands of men have carried in their minds an ideal picture of the "girl of their dreams." When apparently found she has all too often turned out to be just as human as the girl next door and more so.

Perhaps, the idea of going outside has the elusiveness of the search for an ideal. When we come down to a specific "outside" man he generally proves to be made of the same clay as the rest of us. The possible candidates of our own schools, and myself, strictly speaking, are outside men in the sense that we were not born here, and yet we are very humanly similar to the ordinary man. It is in the individual—not in the place he comes from that makes the difference.

(Concluded on page 104)

I AM THE SCIENCE TEACHER

James R. Irving *

Somewhere in America, today, I plant an idea that may well influence our civilization twenty, thirty, forty, fifty years from today . . . maybe, just a few years from now.

Somewhere in a classroom this morning or perhaps this afternoon in a laboratory, I am guiding a thought or a hand that will someday hold the surgeon's scalpel, the fate of a vicious disease in a test tube, our technological destiny . . . a world of nuclear power for mankind's edification and benefit.

Somewhere in a school, today, my own love for my subject might well cast a spark into the tinder of a boy's or girl's mind. He or she, too, will then reap the boundless satisfaction from examination and study of the world around them.

Somewhere in the quiet of my office, tired, after the day's work, the enthusiasm that I show — the answer that I give — could easily be the turning point in the life of that freckle-faced boy. For bad or for good . . . a life of contribution, or one of mere existence.

Somewhere among the laboratory benches of our nation's schools, as we look through the eyepiece of a microscope, confirm Ohm's law or watch the brilliant flash of magnesium ribbon, I alone am responsible for the degree of impact of these experiences upon the observer's mind . . . whether they care about it . . . whether they remember a part of it . . . whether it's just another "laboratory exercise."

Somewhere, today, in one of America's classrooms, I have the privilege of enhancing young people's awe and reverence for a Supreme Power — God — in whose image they are created. Mine is truly a magnificent and splendid work. For he who thrills to the wonders of himself and the universe about him takes from that experience a greater reverence for Him.

Somewhere, today, I am guiding the learner's mind to the beautiful realization that scientific progress is evolutionary rather than revolutionary in character . . . that nuclear energy concepts of this moment began with Thales' observation 556 B.C. and before . . . that each searcher for the Truth slowly and laboriously adds his bit to the Log of Truth until periodically, one of us is given insight into the cumulative value of such isolated observations — and ways of the universe are changed overnight.

Somewhere, today, let me call attention to the actual feebleness of man's unaided senses . . . that we alone cannot see so many of the world's beauties with the eye; that much of God's music is never heard; that many times forces we cannot feel predestine our existence; that taste and smell are many times muted to our environment.

Somewhere, today and every day, mine is the constant thrill of having to completely change my own thinking because of a new discovery in the research laboratories of the world. Mine is the satisfaction of a dynamic teaching life — a mind constantly in quest of the Truth.

Somewhere, . . . maybe today or tomorrow, but sometime before they leave me — I must lead my students to an appreciation of the power of humility . . . an element as closely entwined with the science scholar's soul as the love of search itself.

Somewhere, today, boys and girls will love science.

I am the science teacher!

*Former Science Teacher, Presently Director of Public Information, SAMA.

Cleveland Entertains Largest 1955 A.A.S.A. Sectional Convention

GEORGE J. BARMANN

When the regional convention of the American Association of School Administrators met in Cleveland the first part of April, Supt. Mark C. Schinnerer of the Cleveland public schools gave the delegates a lesson and posted an assignment for them. "The theme of this convention," the superintendent told the more than 7000 men and women from several central and eastern states, "is 'Education, an Investment in America's Future.'"

"More than ever before, the people of this country accept this and implement it with their devotion, energy, and purse. The most valuable resources are human resources. The school's job, your lesson, is to refine this valuable ore, and here at this convention you people of ability will work to improve the refinement process, which is education."

Supt. Schinnerer reminded the delegates of this particular assignment: "Education is strong because it is not afraid to criticize itself. And it adjusts to change. This is because education in this country is a profession and not because some all-powerful state sets down the rules. Let there be plenty of criticism of education at this convention. That is free enterprise in a profession."

He said that rising standards in education came about just as they do in medicine. He added: "Professional people meet in conferences, discuss research, exchange ideas and methods, just as do physicians and surgeons. Out of this comes advance, because the best processes gain ascendancy through acceptance of what is best by the profession and the public."

With this lecture from the Cleveland superintendent, the five-day meetings of the A.A.S.A. — two other regional meetings already had been held in St. Louis and Denver — went on to follow a large program of addresses and discussions and group sessions in the city's downtown halls and hotels. And the work seemed to follow the pattern laid down in Supt. Schinnerer's opening speech.

Problem of Free Materials

On the first day the delegates read a 24-page study, which said that a "captive audience" of more than 30,000,000 school children in the United States was facing a "tidal wave" of free instructional materials, some of which were said to be "highly damaging" to their minds. The study, called "Choosing Free Materials for Use in the Schools," was published to help school officials to pick out from this flow of material what is helpful and what is not. Such materials range from booklets, charts, maps, kits, posters, films of all

kinds, recordings, "and even planned speaking programs and mapped field trips and tours." "Schools are being pressed from all sides to make greater use of these 'instructional aids,'" the study said. "Obviously, all are not of good quality, some are not even desirable or acceptable."

In his foreword to the study, A.A.S.A. President Judson L. Larson, superintendent of the Mount Vernon (N. Y.) schools, wrote: "Much of these materials is good, in some cases excellent. Some of it is mediocre. Some may even be highly damaging to children's minds." The study itself continued:

"Principal objections to the use of free instructional materials can be grouped under two separate headings: advertising and biased information. Opposition may be stated in a variety of ways, but the majority of the objections will have their roots in concern over the problem of safeguarding educational institutions against their being used as a means of reaching the world's large captive audience by those with a product or an idea to sell."

The study concluded by urging that school policies regarding the materials offered be put in writing, officially adopted and widely circulated.

Vice-President on International Affairs

Vice-President Richard M. Nixon gave the first, and perhaps the most important, address to the convention. He asserted there was no "war party" in the United States and he said anyone who says so falls for the Soviet "big lie," which Russia has been trying to peddle for years.

Mr. Nixon lauded President Eisenhower and Secretary of State Dulles and remarked: "The nation can be sure that there will be no 'trigger happy' decisions as they lead the country during this period of world tension."

"I know of no one in the House or Senate — Democrat or Republican — no one in the administration, no one of our top military leaders, who wants war," the vice-president told the administrators.

Mr. Nixon, speaking of school problems, said he thought pupils in American schools should be taught more, not less, about communism so that they would come to know just how detestable it is. He recalled that his wife, Pat, had taught commercial subjects in high school for four years and that he himself was a trustee of his alma mater Whittier (Calif.) College. He said that because of these things he had some close knowledge of educational problems.

Convention delegates, in another session, heard a Kansas superintendent, W. M.

Ostenberg, of Salina, say that citizens who want the nation's schools to return to "the good old days" are selling education short. He said it was a fallacy to believe that schools 25 to 50 years ago were much better than they are today. "In every fundamental subject — with the possible exception of spelling — the youngsters of today excel the same age students of a generation ago," Supt. Ostenberg remarked.

The superintendent then hit at those who claim the schools fail to teach patriotism. He said: "Our schools haven't taught young men how to wage war effectively although many of them are in the armed forces now. But the schools have taught students that every worth-while thing in our country is at stake in any war. The schools will continue to emphasize the teaching of democracy. There is no other place where democracy is so diligently practiced. In the school, no boy or girl is ever asked about the color of his skin, never asked which side of the tracks he comes from or what his father owns or does."

School Finance

The tax expert and man of finance, Beardsley Ruml of New York, who spoke to a big general session, said that federal aid to the public schools, supplementing basic local support, should come from income tax and the distribution should be based on a count of individual pupils.¹

World-Mindedness

Supt. John J. Forester of Uniondale, N. Y., told a sectional meeting that superintendents who permit only half-hearted teaching about the United Nations are unworthy of the job and ought to quit.

"Children in our schools today need to be trained for living in distant areas," he said. "Land distances have shrunk to air miles. This calls for the development of world-mindedness on the part of individuals. Superintendents must first of all be students of world affairs. The U.N. idea has little chance of survival unless the superintendent of schools is committed unreservedly to it. If he is not, I would suggest he either leave the education profession or restudy the U.N."

Dr. Norman Vincent Peale, the noted New York preacher, lecturer and author, remarked, in a general session, that if the nation was going to beat communism, American school children have got to be taught something about it. Dr. Peale was given the American Education Award for 1955 by the Associated Exhibitors of the convention. The award was presented by Roger M. Warren of Springfield, Mass., the exhibitors' president.

A.A.S.A. resolutions, approved by the Cleveland convention, as they were in St. Louis and Denver, and made association policy, included these:

APPEAL for a public campaign for educational television.

INVITATIONS to public inquiry into the schools.

APPEAL for more teacher recruits.

PLEDGE for continued emphasis on moral and spiritual values in the schools.

PLEA for fair play and good will in racial de-segregation in schools.

SUPPORT to local authorities and agencies in the drive against objectionable comic books.

As the Cleveland convention closed, Supt. Henry I. Willett of Richmond, Va., became new A.A.S.A. president, succeeding Mr. Larson.

¹The substance of Mr. Ruml's recommendations was reported in the JOURNAL, February, 1955; p. 74.

THE AMERICAN School Board Journal

A Periodical of School Administration

William C. Bruce, Editor

THE TEACHER PROBLEM

THE annual battles for increases in teachers' salaries have been relatively mild during the early months of 1955. New York City, where there has been disgraceful picketing of City Hall by members of the Teachers' Guild, is an exception. There are, too, a few trouble spots in New England.

A survey by the Tax Foundation of large city salary schedules reflects considerable improvement in the general situation. Without admitting the fact, however, the survey substantiates the claims of the earlier NEA reports, that the minimums and the average salaries are still unsatisfactory, when matched with the cost of living indexes and with wage returns in other professional occupations. The boards of education must continue their efforts to improve the attractiveness of teaching by adjustments of the salary schedules. They must also study new means of spreading the service of teachers to larger groups of children. This need will grow in the coming years when the rising enrollments will require sharp increases in the numbers of teachers.

One point seems to be clear: teachers are receiving attractive fringe benefits in the form of allowances for sick leave and other justifiable absence; school boards are generous in allowing added pay for study and sabbatical leaves; pension plans are more liberal in teaching than in industry and other areas of public employment. It is always a question whether teachers appreciate the cost of these fringe benefits and whether they realize that these indirect payments are really parts of their salary income. If the school boards cannot make these facts clear, it seems advisable to limit these advantages to present practices and to concentrate again on direct salary raises.

THE FEDERAL AID SITUATION

THE battle over the Eisenhower Bill for relieving the emergency caused by the shortage in schoolrooms is confusing to the average citizen. On the one side the professional educators' group have denounced the proposed legislation as disgracefully penurious. On the other side Chambers-of-Commerce groups and various tax organizations have declared that the states are amply able to help out the few needy school districts which cannot bond and tax themselves to meet their current needs. The Southern politicians are fearful that the federal aid will compel them to integrate the new schools for colored and white pupils.

It is disturbing to learn that the education subcommittee of the President's Committee on Intergovernmental Relations is reported to have declared that "we have been unable to find a state which cannot afford to make some money available to its schools, or which is economically unable to support an adequate school system."

It is disturbing, but should be encouraging, to hear Mrs. Hobby, Secretary of Health, Education, and Welfare, announce, in a second hearing before the congressional com-

mittee, held two months after her first advocacy of the President's measure, that the schools are not so badly off as at first estimated, because the deficit of 212,000 classrooms is in reality only 176,000 rooms. The states have been building classrooms at the rate of 60,000 per year, as against 50,000 estimated in the 1951 survey of the U. S. Office of Education.

In the whole confusion of charges, personal denunciations, and contradictory arguments, the only calm individual in Washington seems to be U. S. Commissioner Samuel Brownell, who maintains that the present need is practical stimulation of local efforts at solving the shortages. This, he says, the President's Bill will provide because it will assure the completion of 200,000 classrooms in the next three years and will enable school districts which are now stymied by inability to make loans at reasonable interest rates, to get such monies at a maximum of 3½ per cent interest.

We feel that the boards of education will be wise to support the Eisenhower proposals in general. They should, however, work for definitely more liberal federal aid, given to the local school authorities, on the basis of proved needs and with the over-all approval of the state education departments. Some compromise should be found for the proposal of state school building authorities which can be established only by new state legislation and after considerable delay.

We believe that federal aid legislation as liberal as can be had promptly should be pushed to completion as soon as possible so that the states may have funds available to support the local programs for school building construction during the late fall and winter. The danger of complete failure of legislation because of excessive demands for impossible amounts should be avoided. A reasonable basis for co-operation between all the interested groups should be sought and found.

THE RULES FAILED

THE State Supreme Court of Montana has recently decided that the rules of a board of education cannot be depended upon in a dismissal of a teacher, unless these rules are definitely a part of the teaching contract held by the instructor.

In the case of Hovland vs. the school board of District No. 52 Stillwater County at Absarokee, the court held: "A reading of the entire record leads to but one conclusion and that is: Plaintiff was discharged solely for alleged lack of co-operation or nonco-operation with the said superintendent of schools, in failing to obey certain rules he laid down.

"Since the teacher's contract did not provide that the plaintiff could be discharged for failure to co-operate with such superintendent of schools, and it was not shown by the rules and regulations adopted by the board of trustees of the District, which were made a part of the teacher's contract, that failure to so co-operate constituted a ground for such discharge, the school board's act in discharging the plaintiff was an arbitrary one and constituted a violation of the said teacher's contract."

BEGIN AT TOP

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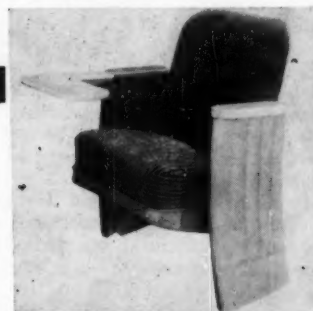
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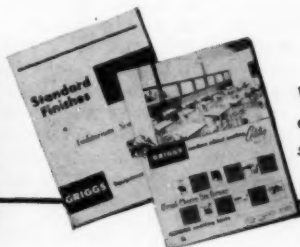
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School Personnel Can Give Children Tuberculosis

ELIZABETH S. AVERY

Assistant Secretary and Consultant in Health Education
American Association for Health, Physical Education, Recreation
Washington 6, D. C.

Like many others, I had begun to believe that tuberculosis was one of the diseases we had learned to control. But I was shocked into revising my opinions when I learned that my six-year-old nephew was one of four first-grade children who were infected with tuberculosis by their teacher. Of course the teacher didn't know that she had an active case until it was already too late for these four children.

These children with primary tuberculosis face months of rest and restricted activity. They will need to use special care for the remainder of their lives because they will be highly susceptible to reinfection. The teacher and children are now under medical care. Nothing more can be done for them than is being done.

But something can and must be done to protect every other teacher and child from a similar occurrence. For instance, we know that tuberculosis in children is not contagious. Adults are responsible for its spread.

My nephew goes to school in a prosperous suburban community. The school system is regarded as one of the best in the United States. Teachers and administrators are concerned with providing the best possible conditions for teaching and learning. But there was a loophole in their plan for the health protection of children. There was no provision for an annual chest X ray or health examination for all school personnel.

My nephew's school is in a state with an exceptionally good health record. Its state health department is well staffed and carries out a program which meets high standards of public-health practice. There is even a state-wide regulation requiring a health examination and a chest X ray for the certification of teachers. But there is a loophole here. There is no state-wide requirement for annual chest X rays and health examinations of teachers in service.

Children Die from Tuberculosis

These facts are important because they shock one out of a complacent attitude toward the need for an active defense against tuberculosis. Unless there are adequate preventive requirements, we cannot be sure that teachers and children are protected, no matter how fine a community or how good a health program we have in other respects. If we leave the gate open, tuberculosis is always ready to strike,

whether in a slum area of a big city or in a wealthy suburban area. It can happen anywhere.

Children still die from tuberculosis. Only two other diseases now cause more deaths among children.

Tubercular infection of children by unsuspecting teachers occurs frequently. Several such occurrences, within the past few years, have been brought to my attention. In one case a fourth-grade teacher infected seven children. In another a high school teacher died of tuberculosis after infecting four students with active tuberculosis and 78 others less seriously. Of course, both of these communities now require annual chest X rays for all school personnel. Experience has been a bitter teacher.

It should not be necessary for children to be infected by a tubercular teacher before other communities can agree to take the necessary preventive measures. The most effective measure is an annual chest X ray for all school personnel, including administrators, custodians, bus drivers, lunchroom employees, and teachers.

Dr. William Bolton, M.D., associate director of the Bureau of Health Education of the American Medical Association, says "I am of the opinion that compulsory X rays for teachers are most desirable. Probably the wisest time interval will be yearly." Every three years—as some localities now require, is not often enough. All personnel, every year, need this simple check, for their own protection, as well as for the protection of children.

A chest X ray, particularly as part of a comprehensive health examination, is a quick, painless, and inexpensive procedure. Local and state tuberculosis associations and health departments have been most co-operative in making their mobile facilities available for mass screening X rays.

Values of Chest Examinations

Chest X rays have multiple values. They not only help to detect persons with suspected tuberculosis, but also screen possible lung tumors, heart conditions, and other abnormalities. In South Dakota in 1954, of about 90,000 persons X-rayed, in addition to suspected tuberculosis, there were 462 suspected lung tumors, 229 heart conditions, and 591 other abnormalities found. These figures are reported in the February, 1955, issue of *South Dakota Health Highlights*.

Where a requirement for annual chest X rays exists, it is a frequent practice for the board of education to pay for this service, unless a member of the school staff prefers that it be done by his personal physician. Among the larger cities now having such a requirement are Long Beach and Los Angeles in California; Memphis, Tenn.; Richmond and Norfolk in Virginia; Youngstown, Ohio; and Washington, D. C.

It is encouraging to know that at least two states have a statewide requirement for annual chest X rays for teachers in service. These are Oregon and New Jersey. Tuberculosis societies, parent-teacher organizations, and teachers' associations have been among the groups which have worked for such legislation. School administrators and school board members also have a stake in these efforts.

Boards of education and school administrators have major responsibility for making certain that children attend school under conditions which will not endanger their health. We do not hesitate to make regulations which will protect children from fire, for instance. Should we not consider protection from adults with tuberculosis of equal importance?

Consider your own community schools. If there is not yet a regulation requiring annual chest X rays for all school personnel, now is the time to spearhead a drive for such legislation at the state and local level. No one can consider himself immune from tuberculosis.

READING PROGRAM

The West Riverside Elementary School, in Riverside, Calif., during the past summer, conducted a reading program for a five weeks' period following the close of the school. Children who participated were selected by the teachers of grades two and three. These children were given a reading test following selection by their teachers, and parents were asked to insure that the children would attend classes every day. A total of 36 children were selected. These pupils were divided into six groups, each group in charge of members of the staff having special training for the work. Each teacher was in charge of three groups during the day.

The reading program had for its purpose to offer help to children low in reading achievement so as to prevent children from entering grade four without sufficient reading ability. The program attracted considerable attention and many more children expressed a wish to attend the classes in spite of limitations.

HONOR SERVICE

In San Bernardino, Calif., a dinner is held annually to recognize faculty members with 25 years' service. At the dinner teachers with this record are awarded gold service pins.



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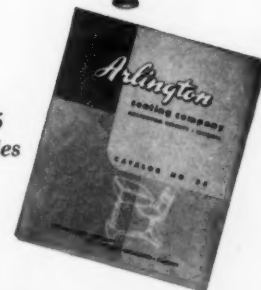
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Student reactions will vary widely—depending on the time of day, the type of class, and the method of instruction. But the new Honeywell Schoolmaster Temperature Control System assures the proper conditions for classroom alertness throughout the day.

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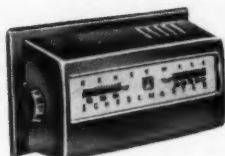
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SCHOOL LAW NEWS

School Lands and Funds

An Iowa school district, being a legislative creation, an arm of the state, and part of its political organization, is not a "person" within the meaning of any bill of right or constitutional limitation, and the legislative power over it and its property is plenary. — *Dean v. Armstrong*, 68 Northwestern reporter 2d, 51, Ia.

When a central school district, as distinguished from a central high school district, is formed, the component districts retain their existence for very limited purposes and otherwise become merged in the central school district and no longer possess the customary attributes of an actively functioning governmental unit with powers of administration, management,

and taxation. N.Y. Education Law, §§ 1801 et seq., 1804, subds. 5, 6, 1805. — *Chisena v. Central High School Dist. No. 2 of the Towns of Hempstead and North Hempstead*, 136 N.Y.S. 2d 598, N.Y.Sup.

A central high school district, and its component parts are separate and distinct entities, and hence their indebtedness are distinct and indebtedness of component districts need not be included in computing debt limitation of a central high school district, though the component districts are included within the same geographical area. N.Y. constitution, art. 1, §§ 6, 11; U.S.C.A. Const. Amend., 14, § 1; Local Finance Law, §§ 104.00, subd. d. 121.10, 137.00; N.Y. Education Law, §§ 1801 et seq., 1804, subds. 5, 6, 1805. — *Chisena v. Central High School Dist. No. 2 of the Towns of Hempstead and North Hempstead*, 136 N.Y.S. 2d 598, N.Y.Sup.

School District Government

The Pennsylvania State Superintendent of Public Instruction is an administrative officer who may properly be invested with a reasonable amount of discretion in determining the individual fact situations

and in issuing rules to govern his administration. 24 P.S. § 1-101 et seq. — *Com. v. Smoker*, 110 Atlantic reporter 2d 740, Pa. Super.

A school board has a wide discretion in the exercise of authority committed to it, and the courts can interfere only when the board refuses to exercise its authority or pursues some unauthorized course. — *School Dist. No. 17 of Sherman County v. Powell*, 279 Pacific reporter 2d 492, Ore.

The duly adopted official action of a school board cannot be reversed or abandoned by statements of the superintendent or other employees or of an individual member of the board, but the school district can act only through its board of trustees convened in a regular session. — *Independent School Dist. of Boise City v. C. B. Lauch Const. Co.*, 278 Pacific reporter 2d 792, Ida.

The wisdom or expediency of an act, or the motive with which it was done by the school board, is not open to judicial inquiry or consideration where the power to do it existed. — *School Dist. No. 17 of Sherman County v. Powell*, 279 Pacific reporter 2d 492, Ore.

An abuse of discretion on the part of the school board must be established by clear and convincing evidence. — *School Dist. No. 17 of Sherman County v. Powell*, 279 Pacific reporter 2d 492, Ore.

School District Property

Where a common school district had taken possession of certain land in 1899, under deeds granting a fee title without any reversion to the grantor if not used for school purposes, and had placed the schoolhouse thereon, and where such land had at all times since been fenced out of adjoining farmland, and had been in possession of the school district, the school district had title to such land notwithstanding errors in descriptions thereof in the deeds, and notwithstanding that the district had ceased using the property for school purposes. — *Common School Dist. No. 45 v. Burr*, 278 Pacific reporter 2d 596, Kans.

School District Taxation

Even if the school board trustee who called a meeting of the board to act on a petition for an election to determine whether the schoolhouse bonds should be issued was disqualified to act in connection therewith, and one member who took part was disqualified, the election was not thereby invalidated where at the time a vote on the petition was cast there was a legal quorum present. — *Ramirez v. Zapata County Independent School Dist.*, 273 Southwestern reporter 2d 903, Tex. Civ. App.

Pupils and Conduct of Schools

Where a jointure of township and borough school districts made it necessary to dismiss either the school nurse previously employed by the township district or the nurse previously employed by the borough district, and an ensuing investigation resulted in a satisfactory rating for both nurses, which nurse was entitled to a permanent position in the joint school system must be determined on the basis of seniority rights. 24 P.S. § 11-1125 (a,b). — *Marnell v. Mount Carmel Joint School System*, 110 Atlantic reporter 2d 357, 380 Pa. 83.

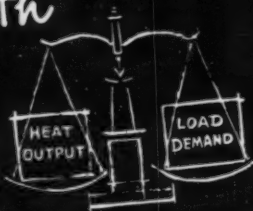
School employees on military leave of absence retain their rights and privileges as if they had continued in the school service and their seniority rights continue to cumulate as if they were still on duty with the school board. Act of Aug. 1, 1941, P.L. 744. — *Marnell v. Mount Carmel Joint School System*, 110 Atlantic reporter 2d 357, 380, Pa. 83.

Parents have the basic constitutional right to have their children educated in schools of their own choice, subject to reasonable regulations as to the subjects required to be taught, manner of instruction, etc. — *Roman Catholic Welfare Corp. of San Francisco v. City of Piedmont*, 278 Pacific reporter 2d 943, Calif. App.

Compulsory school attendance under the Public School Code is not contrary to the First or Fourteenth Amendment to the U. S. Constitution or to the provision of the state constitution in respect to guarantees of religious freedom. 24 P.S. §§ 1-101 et seq.; P.S. Const. art. 1, § 3; U.S.C.A. Const. Amend. 1, 14. — *Com. v. Smoker*, 110 Atlantic reporter 2d 740, Pa. Super.

A refusal of the Superintendent of Public Instruction to issue a work permit for the statutory exemption of an Amish boy, who had finished the eighth grade and was over 14 years of age, from compulsory school attendance, pursuant to the regulations providing that the permit be issued only where the child's family was in dire financial circumstances, was proper where the boy had an older brother available for the work on which the application for the permit was based. 24 P.S. § 13-1330. — *Com. v. Smoker*, 110 Atlantic reporter 2d 740, Pa. Super.

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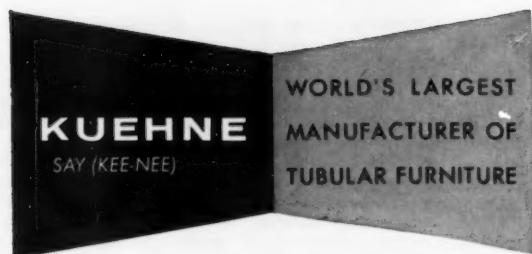


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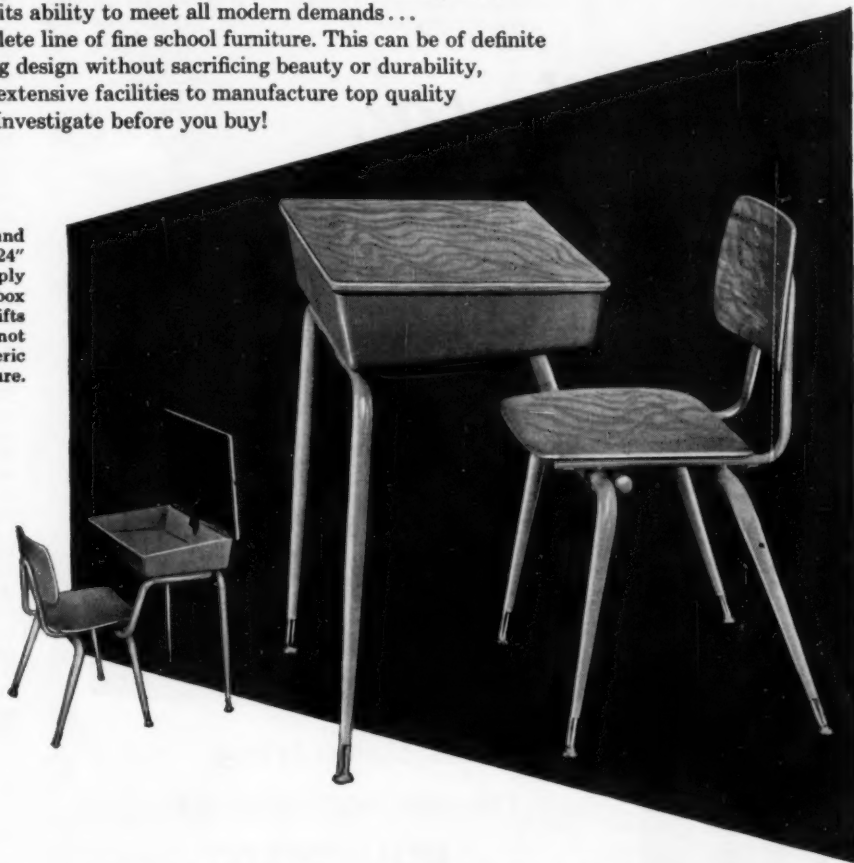
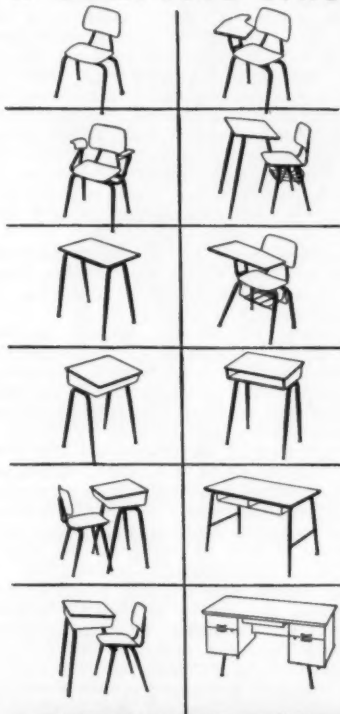
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School Administration News

SCHOOL ADMINISTRATION

★ Kansas City, Mo. The board of education has received recommendations calling for the establishment of special classes for children emotionally disturbed and others who are blind. The report, presented by Arthur W. Gilbert, assistant superintendent, estimated that there are between 50 and 100 pupils who would benefit from the special instruction.

★ Los Angeles, Calif. Enrollment in the city schools now nears the half-million mark, according to Supt. Claude L. Reeves. A total

of 496,247 students are attending classes, an increase of 31,152 over last year. The enrollment figure represents better than 20 per cent of the school registration in the state.

★ In West Haven, Conn., the school board has purchased a station wagon for transportation of retarded pupils to their special classes.

All 12 city schools have received the honor certificate from the Freedoms Foundation of Valley Forge, Pa., for outstanding achievements in bringing about a better understanding of American life during 1954. The program constituted the combined effort of the board of education and the local American Legion Post.

★ Los Angeles, Calif. The board of education has adopted a policy governing the administration of the seven junior colleges in the city. The board has decided to continue the two-year courses and to forego expansion

of the colleges into three-year or four-year schools.

★ New York, N. Y. Retarded pupils who have passed their fifteenth birthday will be admitted to high schools under special conditions, under a ruling of Supt. William Jansen. Mentally retarded adolescents will be screened for high school admittance. They must have I.Q.'s of between 50 and 75 and achievement levels in reading and arithmetic of 3.5 equivalent to midway in the third grade. All such pupils must be between 15 and 15¾ years and must be free from any pronounced physical defect.

★ Fargo, N. Dak. The school board has voted to employ a speech correctionist, beginning next fall. It is estimated that there are 273 pupils in grades one through six with speech defects.

★ New York, N. Y. State Commissioner Lewis A. Wilson has ruled that age is not a factor in the promotion of any pupils and that once a child has been admitted to school, he must be advanced to the next grade on the basis of ability. Dr. Wilson discussing the new bylaw of the board of education, pointed out that it attempts to utilize age as a criterion for admission to the first grade. In each case, the board is the sole judge of what constitutes ability for advancement to the next grade.

★ Moberly, Mo. The school board has adopted a plan for racial integration of the elementary and high schools. The new organization and the redistricting of the schools will go into effect in September.

★ At Bradfordsville, Ky., 275 grade school children and 76 high school pupils have been on strike since September, 1954, and as of March 1, there was no hope of their return before the end of the school year. The strike is due to an order of the Marion County board of education ordering the closing of the Bradfordsville high school building and the transfer of the pupils to the Lebanon high school building in the nearby city of Lebanon.

★ The number of school children in the Dallas, Tex., schools has reached an all-time high of 111,909, according to Supt. W. T. White. This number is 8000 more than the count in 1953-54. Included in the district for the first time are the recently acquired former districts of Wheatland, Pleasant Grove, Addition, and Farmer's Branch. The largest enrollment is in the group of ages up to six in the newly developed areas. These children will continue to fill the schools for the next few years.

The school board has decided to continue the cap and gown dress for graduation. They believe it is a democratic way of handling the dress problem.

The board has received requests to stop tuition charges for summer courses. Complaints have been received from parents who must send their children to summer school in order that they may graduate. The cost for tuition is often heavy for some families.

The question of an educational television station is to be solved at a school election on May 7. Involved is \$250,000 in tax revenue. It is believed that bonds for the TV station will be approved. The station will be conducted by a staff employed by the school board.

★ The Virginia State Board of Education has disapproved the use of a teacher's manual criticized as containing an "un-American philosophy" and has requested the division superintendents to withdraw the publication.

In a statement issued by the State Board, it was brought out that the section entitled, "Basis of the Course of Study," contained statements recognized as objectionable.

★ Bridgeport, Conn. The school board has given a \$1 per day pay increase to substitute teachers, raising the pay to \$11 per day. The rate after four weeks in the same position, or when filling a vacancy, will be \$13 per day.

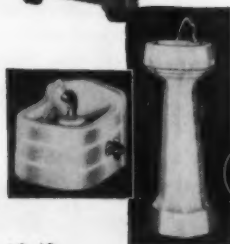
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The foremost development since the introduction of the movable desk.

Three sizes to suit all grades through High School.

Rota Seating is completely functional — best in design, service and durability.



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The newest development in classroom seating — light — strong — attractive — functional to the last degree.

Comfortable — roomy — full foot freedom. Easily kept clean. Large ambidextrous writing top. Shaped plywood seat and back. All frame members welded steel tubing. Defies abuse — thrives on use.

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Solve even *special* heating and with *standard* Trane

... a *complete line* ranging from the
KB Unit Ventilator to Wall Line
Convectors ... Unit Heaters

Whatever your special problem—from preventing icy
drafts along walls of windows to freshening the locker

rooms—chances are you can get the exact equipment you
need without having to pay “custom-built” prices.

From the complete TRANE line headed by the
TRANE KB Unit Ventilator pictured above, you can
usually select *standard* TRANE products engineered
and sized to handle even your *special* heating and
ventilating problems.

You can afford *better* equipment, you can afford
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IN HALLWAYS *standard* TRANE
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IN GYMNASIUMS *standard* TRANE
Projection Heaters, tucked high
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warmth evenly over large areas.

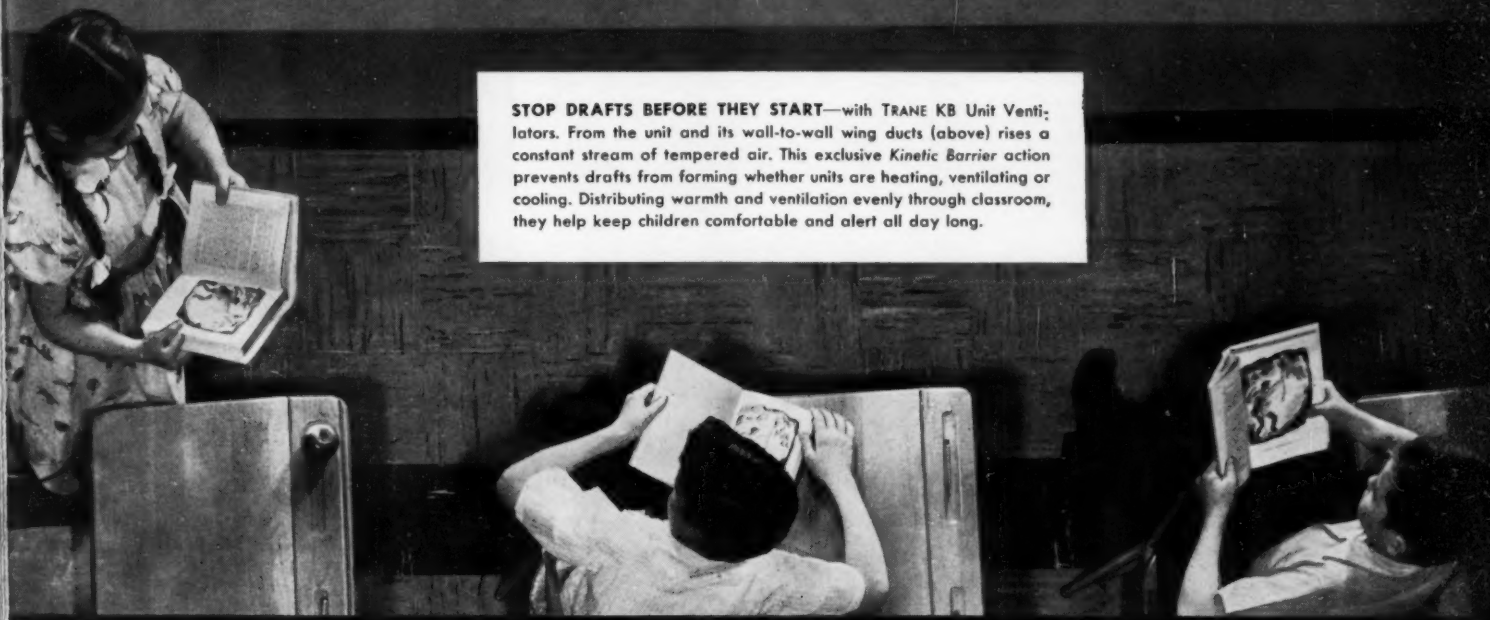


IN LOCKER ROOMS *standard* TRANE
Torridors bring in fresh, warmed
outside air, blend it with room air.
Keep locker rooms free of stale odors.



IN OFFICES, or wherever year-
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standard TRANE UniTrane units
provide it. They heat or cool, venti-
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STOP DRAFTS BEFORE THEY START—with TRANE KB Unit Ventilators. From the unit and its wall-to-wall wing ducts (above) rises a constant stream of tempered air. This exclusive *Kinetic Barrier* action prevents drafts from forming whether units are heating, ventilating or cooling. Distributing warmth and ventilation evenly through classroom, they help keep children comfortable and alert all day long.

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do NOT have to pay for specially-built equipment. And, of course, buying from one reliable source pin-points responsibility, saves time and simplifies maintenance.

The easy way to have *the finest equipment at the lowest possible cost* is to specify TRANE all the way.

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One source, one responsibility for:
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IN AUDITORIUMS standard TRANE Volume Ventilators blend outdoor air with room air, warm and distribute it overhead.



IN SWIMMING POOLS standard TRANE Wall-Fin surrounds occupied area with warmth, prevents drafts. (TRANE Torridors add tempered ventilation.)



IN ENTRYWAYS standard TRANE Force-Flo Heaters greet youngsters with warm welcome . . . blanket doors with heat to block cold air, stop drafts.



IN STAIRWAYS standard TRANE Convectors combine beauty with efficiency, fit where other types of units won't. Free-standing, recessed or wall-hung.



School ADMINISTRATION in Action

ANNUAL CLASS PLAN

The principals of junior high schools in New York City have recently issued a statement favoring the continued use of annual admissions and promotions, which has replaced the previous semiannual plan of shifts in classes.

The report made public by Morris Blodnick, president of the junior high school principals' association, makes seven important points:

1. Since the period of early adolescence is the period of greatest adjustment, the need for understanding and guidance is of paramount importance. The means of getting needed information and of studying their pupils is facilitated for the teachers by the longer period of time permitted through the present (annual) organization.

2. Arrangements for orienting the large number of pupils and parents annually admitted to the junior high schools are most effectively made in the spring term before admission, and in a series of meetings in the fall term following admission. To repeat this program with a second entering group (in February) would be onerous, particularly when it is also the custom to have meetings with parents of the eighth and ninth year pupils throughout the year.

3. It is the usual practice to group junior high school pupils according to ability. Therefore, the wide range which becomes very marked during early adolescence can be most effectively met by the larger number of available groupings permitted in the present organization.

4. As the program of the junior high school makes allowance for specially gifted pupils, a program of acceleration is possible. Similarly, the flexibility which is characteristic of the junior high school program, permits of progress for the retarded. Although programming is on a class basis, provision is also made for individual programming so that opportunities are given to retarded learners to make up time lost.

5. The provision for specially gifted groups of pupils in art, music, journalism, etc., through special classes and club programs, can be most effectively made in the present organization because of the larger number of available groupings permitted.

6. The junior high school curriculum, and the junior high schools are mindful of their two-fold obligation of continuing the fundamental learnings developed in the elementary school, building upon them, and leading pupils to the increased mastery of skills and content required for success in the senior high school. The loss of time due to a period of reorganization at mid-year would be keenly felt.

7. The junior high school departmental program requires careful preparation. When program making can be extended over a period of several months, the principal and his assistant are able to complete the work. Were this to be done twice annually, the burden would be so heavy as to interfere with the educational program of the school.

30-PUPIL CLASSES

The Washington, D. C., board of education has voted to reduce the present size of grade school classes to 30 pupils per teacher. School board rules formerly set an antiquated 36-1 standard for elementary schools. It sets a 28-1 ratio for junior high schools, and 25-1 for senior high school classes. The board will keep the present junior high school standard in regular classes, but will provide additional teachers for the special school subjects.

ADMINISTRATIVE BULLETIN

The majority of the schools of any size find that a daily bulletin of information from the office of the principal is essential. In the Hillsborough County, Fla., public school system, which operates 95 school centers, Superintendent J. Crockett Farnell has found that a weekly Administrative Bulletin, published each Friday, has been an effective method of "passing the word around" to the more than 3000 employees in the system.

HEALTH SERVICE

A three-year survey of the school health service in New York City will be undertaken shortly by the board of education. A grant of \$159,940 has been given by the U. S. Public Health Service to finance the project.

The study is designed to find ways in which the medical examination of school children can be improved and health defects remedied. Special attention is to be given to follow-ups and referral. More than 1,000,000 public and parochial school children will be affected by the study.

The study has as aims (1) to evaluate the effectiveness of existing methods of referral and checkup; (2) to determine whether modifications in the system will enhance the health of school children; and (3) to define the major objectives in developing school health programs.

IN-SERVICE TRAINING OF TEACHERS

Changes in methods and newer and better techniques of teaching are constantly being developed in the field of education. The best teachers from teacher colleges and universities soon find themselves reduced to monotonous routine procedures unless there is opportunity for professional growth.

In Erie, Pa., the administrative staff of the schools has introduced measures for encouraging the professional growth of teachers through many media.

Supt. John Hickey reports that the staff has set up monthly professional meetings in the schools under the direction of the principal. It has provided professional meetings of the co-ordinators under the leadership of the superintendent. Monthly meetings of both elementary and secondary school principals are also encouraged. An annual workshop for all professional personnel is provided.

Much use has been made of outstanding speakers covering a wide range of subjects pertinent to the educational program. One of the best in-service methods for professional growth by any school staff is the utilization of courses offered by colleges and universities. A high percentage of Erie teachers have taken advantage of these courses to further their training.

Advantage has been taken of consultant service, available from educational publishing companies. These consultants have had considerable experience in the fields of reading, handwriting, mathematics, art, music, and commercial subjects.

The co-ordinating staff, composed of specialists in their respective fields, has been most useful and efficient in presenting new ideas and stimulating professional growth.

Classroom visitation by co-ordinators and principals, with follow-up conferences with teachers, has been found effective in in-service training programs.

STUDY SCHOOL NEEDS

The board of education of Lynwood, Calif., during the school year 1954-55, arranged to have the Citizens' Committee on Education divided into groups for a study of the school building needs. The committees have been actively engaged in studies in their respective areas, including (1) schoolbuilding, (2) contests and drives, (3) teachers' salaries, and (4) a new secondary school program.

The committee working on the school building survey has presented its findings to the board and has recommended that they proceed



Dr. Allen H. Wetter

DR. ALLEN H. WETTER APPOINTED

The Philadelphia board of education has elected as superintendent of schools to succeed Dr. Louis P. Hoyer, who will retire in August, Dr. Allen H. Wetter.

Dr. Wetter was born in Philadelphia in 1897, is a graduate of the Philadelphia Central High School and of the local School of Pedagogy. He holds bachelor's and master's degrees from Temple University, and has taken extensive postgraduate work in the Education Departments of Temple and of the University of Pennsylvania. He has held teaching and supervisory positions at every level in the schools of his native city, and has been recently Associate Superintendent in Charge of School-Community Relations, Radio and Television, and special administrative assignments.

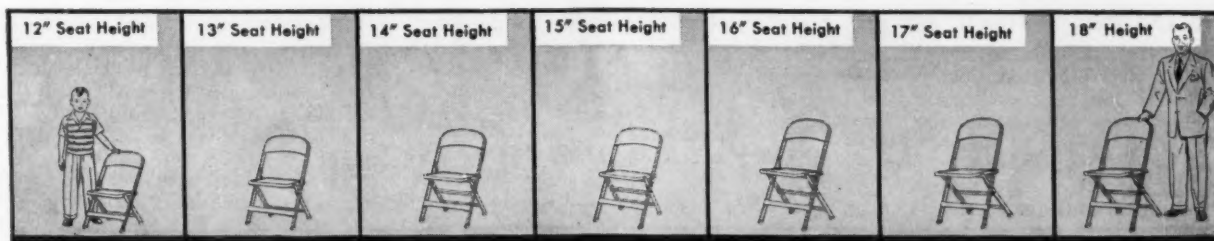
He has been a frequent contributor to professional journals and has been responsible for eight years for all public statements issued officially concerning the Philadelphia schools.

He is an active member of local and state education associations and of the AASA and NEA. He has been particularly active in professional organizations interested in public schools and public relations.

immediately to call a city-wide bond election to obtain \$2,250,000 for the building needs for the next ten years.

FRISCO TO BOND

To determine the necessary additions to the school plant and the amount of the financing which must underlie the 1956 school construction program, the staff of the San Francisco, Calif., schools is conducting a city-wide study of the population growth, classroom shortages, and a prospective school bond issue. The school survey of 1947 urged a program of 110 million dollars, but a bond election for 87 million dollars was rejected in June, 1948, and a bond issue of \$48,890,000 was voted in November, 1948. The schools constructed with these funds have been completed, but now shortages due to increased enrollments and new housing developments indicate further needs for elementary and junior high schools. It is expected that the new study will recommend a bond issue of 40 to 50 million dollars.



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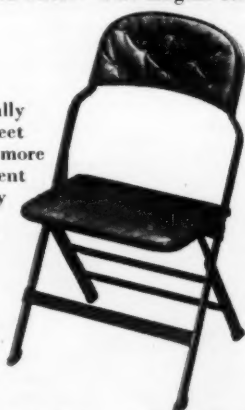


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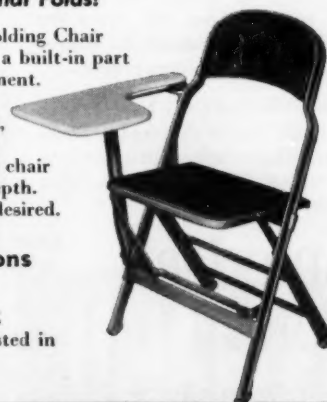
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FINANCING SCHOOL SHOP

During the past three months the town of Akron, in Washington County, Colo., has had the use of a modern vocational agriculture shop and classroom building, valued at \$15,000. The building was financed by local citizens and is being acquired by the school district through the payment of an annual rental. It would have been impossible to erect the building and to finance it by a bond issue.

The building is temporarily owned by a nonprofit corporation, formed under the laws of Colorado. The corporation has a board of directors of seven citizen members, plus the superintendent of the high

school, and the teachers of vocational agriculture as ex-officio members. The capitalization is \$15,000 and a total of 49 interested citizens purchased the stock which is being retired as the corporation receives the rental moneys.

Under an agreement with the corporation, which is known as the Vocational Agriculture Club, Inc., as landlord, and the Washington County High School District as tenant, the school board has agreed to pay an annual rental for ten years. At the end of that time the moneys paid to the corporation will equal the cost of the building, and the property will then revert to the tenant school district.

Under the contract, the title to land and building will then be in the hands of the school board. The contract provides that the board may pay any sum it desires, over and above the annual rental, and in that way may retire the contract at or after the end of five years.

The moneys received by the stockholders are on a pro rata basis, depending on the amounts paid to the corporation by the school board and the number of shares of stock held.

The school board and the school authorities have expressed themselves as thoroughly satisfied with the building and the rental agreement.

WHAT MAKES A GOOD SCHOOL DIRECTOR?

The editor of the Spokane, Wash., *Spokesman*, answers the question in the above caption in an editorial intended to help local voters choose wisely from the candidates for election to the Spokane board of education:

Recent trends toward the centralization of all government have also affected local school districts all over the nation. In the last year or two, however, there has been a grass-roots revival of interest and responsibility that is now well illustrated by the number of persons seeking the nonpaying, time-consuming and frequently irritating task of serving on the school board.

A good school director is sometimes hard to find because the job does require a conscientious understanding of general educational methods and policies which are common knowledge to well-informed professionals. The job also requires an ability to appreciate the problems and to appraise the efforts of the professional educators. It requires a sympathetic concern for the progressive development of all children, including the potential geniuses as well as those who are mentally retarded.

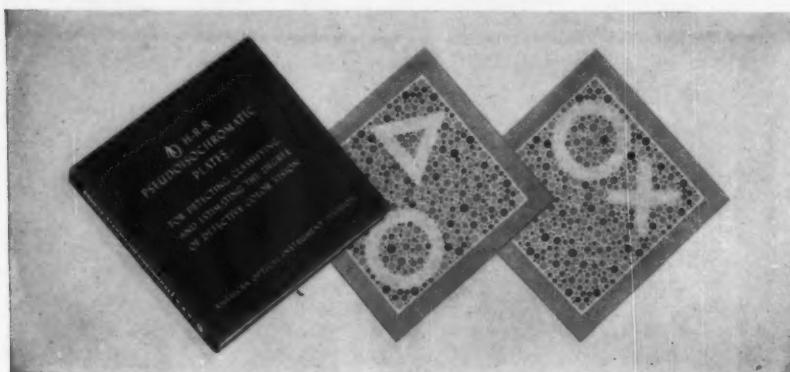
The capable school board director should be able to interpret a financial statement, know a great deal more than the average householder about building construction and property values, have an understanding of the elementary economic and political forces in the community, be able to make an objective survey of teaching practices, textbooks, personnel situations and other such matters that are frequently referred to the school board for policy decision.

The willingness of a candidate to accept responsibilities like these does not, of course, automatically qualify a person for the office.

Matching a man's qualifications with the requirements is the voter's task on Tuesday. If all the voters were as eager and sincere as many of the candidates this year appear to be, we would have no reason whatever to question the future fate of the public school system here.

VOTE INTEGRATION

The board of education of Kansas City, Mo., has completed final steps toward racial desegregation in the public schools, to become effective in September, 1955. The board has established general policies and has approved new boundary lines for elementary and high school districts. These policies provide for the liberal consideration of requests for pupil transfers, the assignment of teachers to maintain excellence in teaching standards, and the opening of the interscholastic league to all schools, and athletic, forensic, and musical events.



Completely New

AO H-R-R COLOR BLINDNESS TEST

Most Accurate and Comprehensive Low-Cost Test Ever Developed

The New AO Hardy-Rand-Rittler Pseudoisochromatic Color Test is the most accurate and complete inexpensive test of its type ever developed. The work of eminent optical authorities, it is the result of more than ten years of scientific investigation, production and validation.

The test not only detects people who have Red-Green and/or Blue-Yellow color blindness but also types the deficiency and estimates the degree of defective color vision present.

Students who are color blind cannot and should not be expected to make determinations dependent on normal color vision. Ideally, they are color

tested and when found deficient the school guidance program directs them toward vocations where defective color vision will not be a handicap. To accomplish this easily, the new test has been designed for the utmost simplicity of administration. For the vast majority of students it is completed in seconds. Simple, detailed instructions and understandable scoring sheets are part of the test. The recognition symbols used . . . the circle, triangle and cross are universally understood and the ingenious pattern of the plates allows no clues for memorization.

AO branches are located in nearly 300 major cities, or write

Dept. Q211. Please send complete information on the H-R-R Color Test.

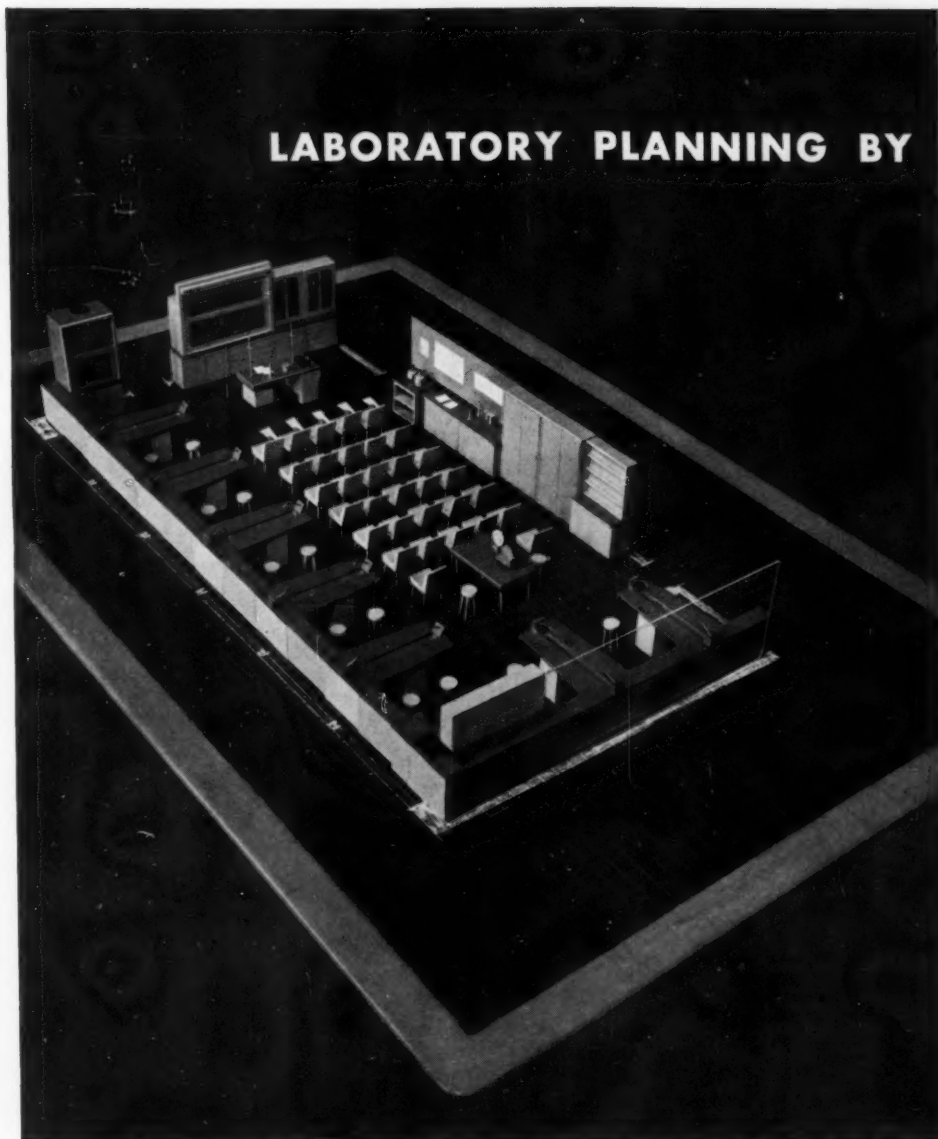
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LABORATORY PLANNING BY

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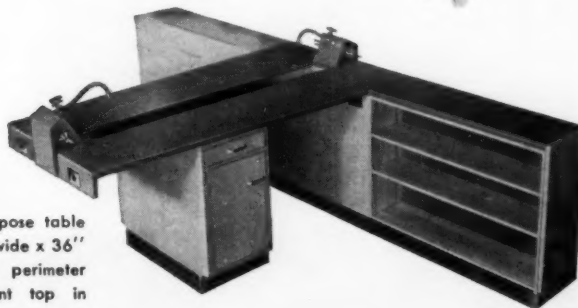
OPENS VISTAS TO BETTER LABORATORY EQUIPMENT



Typical "Life-Like" planning of a multi-purpose laboratory, 24'0" by 48'0", executed with exact scale models at Sjöström's Imagineering Department.

The UNAFLEX "Life-Like" laboratory planning service gives you a perfect picture of how perimeter planning works. A multi-use room is created, offering the school board an excellent investment: a room, no longer confined only to science classes, that can be used every hour of every day. For teachers and students its professional atmosphere for experimentation is ideal, and maximum use is made of natural lighting. During non-experimental classes the lecture area avoids distractions caused by fixtures and instruments. The multi-purpose tables themselves have extremely useful and flexible base units, allowing for station issue or for 2 to 4-class individual issue.

Finally, the multi-purpose table has the advantage of easy plumbing accessibility. Initial plumbing installation is greatly simplified, whether the room is new or old, since no floors or walls need to be ripped open.



UNAFLEX 4-student multi-purpose table No. 640B 7'0" long x 7'0" wide x 36" high. This table introduced perimeter planning. With acid-resistant top in optical green finish.

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Just one question before you place any order for school furniture...

How can you be sure



your classrooms will not be out-of-date the day the doors open?

On every hand we see evidence of the change in education as the architect expresses it in brick and steel. The change is becoming evident, too, in the interior of today's school building . . . in the methods of teaching and in the equipment and facilities these methods call for.

Architecture and teaching methods are, of course, basic to the modern school. But, unless you plan soundly in the selection of school furniture, your new school can actually be out-of-date the day the doors open. And what about your investment 10 or 20 years from today?

The furniture you buy *must* be the furniture that is designed to meet the challenge of change. It must be keyed to the classrooms of today . . . and tomorrow.

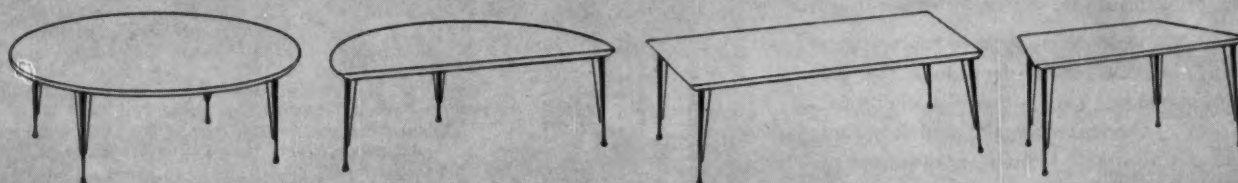
Because it is versatile, flexible and colorful, Brunswick School Furniture meets this challenge. It helps bring new meaning to classrooms. It creates a homelike, living room atmosphere that makes learning a dynamic experience. It does much towards personality development of the child . . . keeps spirits high, bright and eager.

Actually, Brunswick School Furniture does this and more. You owe it to yourself—and your school—to see and experience it first-hand. Your Brunswick representative can arrange this for you today.

And, let your Brunswick representative answer the question "How can you be sure *your* classrooms will not be out-of-date the day the doors open?"



Designed to meet the challenge of change!



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Cabinets provide valuable storage space . . . serve as room dividers or wall cabinets. Eliminate need for costly custom cabinetwork.

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PROPERTY TAX NEGLECTED?

"Are Your Property Taxes Fair?" is the title of a suggestive study, recently released by the Educational Service Bureau of Temple University, in co-operation with the Philadelphia Area School Study Council. The study makes the point that the property tax which is "the life of the schools," could be restored to its rightful place in the support of the schools if the assessments were equalized by a permanent and scientific plan of equalization. The report of the study points out these facts:

"The fact is that in many places in Pennsylvania and in many other states, too, property

taxes are not fair, that is, people do not pay proportionately.

"This is easy to prove. And if it can be proved that property taxes are not paid on an equalized basis, it follows logically that some people are paying too much on their property. Now, why is this so? First of all, in order to collect taxes on property, the property must be assessed. Each county in Pennsylvania maintains an official tax assessing agency. These local county assessors have the responsibility for determining how many dollars each unit of property is worth on the open market. As a matter of fact, assessment valuation, in all except a handful of Pennsylvania counties, bears no necessary relationship to true market value. That's the nub of the trouble.

"Here are some figures from the State Tax Equalization Board that give some idea of how unfair this difference can be: When assessment practices throughout the state were studied, it was discovered that; Some counties were assessing on an average as low as 15 per cent of true market value, while some were assessing as high as 55 per cent; within counties some districts were assessing, on an average, as low as 15 per cent of true market value, and others as high as 68 per cent; among school districts, the average assessment ranged from 6 per cent to 70 per cent; among individual properties, the ratios between assessed valuation and true market value ranged from less than 10 per cent to over 100 per cent.

"But some people think that the tax rate evens things out. The tax rate is the same for all taxpayers within a district, but this does not mean that all people in the district are paying taxes at the same rate. Why not? Simply because the tax rate only specifies the amount paid on the assessed valuation. If the assessment is unfair, so is the tax rate. In other words, both the assessment and the tax rate must be fair if the tax bill is to be fair.

"It's easy to see that you may be right when you claim that your taxes are too high. You may be the one who is paying part of someone else's share.

"But there is another kind of inequity, too. Read this quotation from the State Tax Equalization Board: 'Local assessed valuations fail to reflect adequately economic changes over periods of time. For example, the total assessed valuation of all taxable real property in Pennsylvania in 1951 was approximately the same as in the depression year 1933 — the same in spite of new construction, increased building costs, and higher land values since 1933, and despite the fact that in 1951 general business activity was at one of the highest peaks in the history of the state.'

"Isn't this a shocking fact? What it means, of course, is that the usefulness of the local property tax has been allowed to sink to a very low ebb indeed. It's as though one had a giant to do his work, but used that giant only to do a pigmy's task. What a waste. So much lost that could be gained, for all of us."

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Its neutral color and velvet-like finish complement perfectly today's colorful decorating schemes.

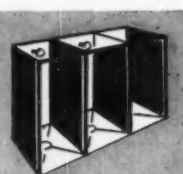
Only a product of Nature can provide such dependable service under hard usage conditions.

Natural Slate is sanitary, durable, strong, non-absorptive and will not contract or expand.



For your protection insist on Slate quarried in Pennsylvania, U.S.A.

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and THE STRUCTURAL SLATE CO.**
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SHOWER STALLS



WINDOW SILLS & STOOLS



TOILET ENCLOSURES

A WARNING

During the month of March, 1955, the Wisconsin State Department of Public Instruction issued the following warning to boards of education concerning the purchase of school buses:

"School boards planning to purchase school buses for the next school year should start making plans now. Deliveries of school buses were better last fall than in previous years, but several buses were not delivered until after the opening of school because the order was placed too late.

"We note the trend seems to be to purchase the heavier chassis. The initial cost may be higher, but the over-all cost of operation and maintenance over a period of years seems to be lower."

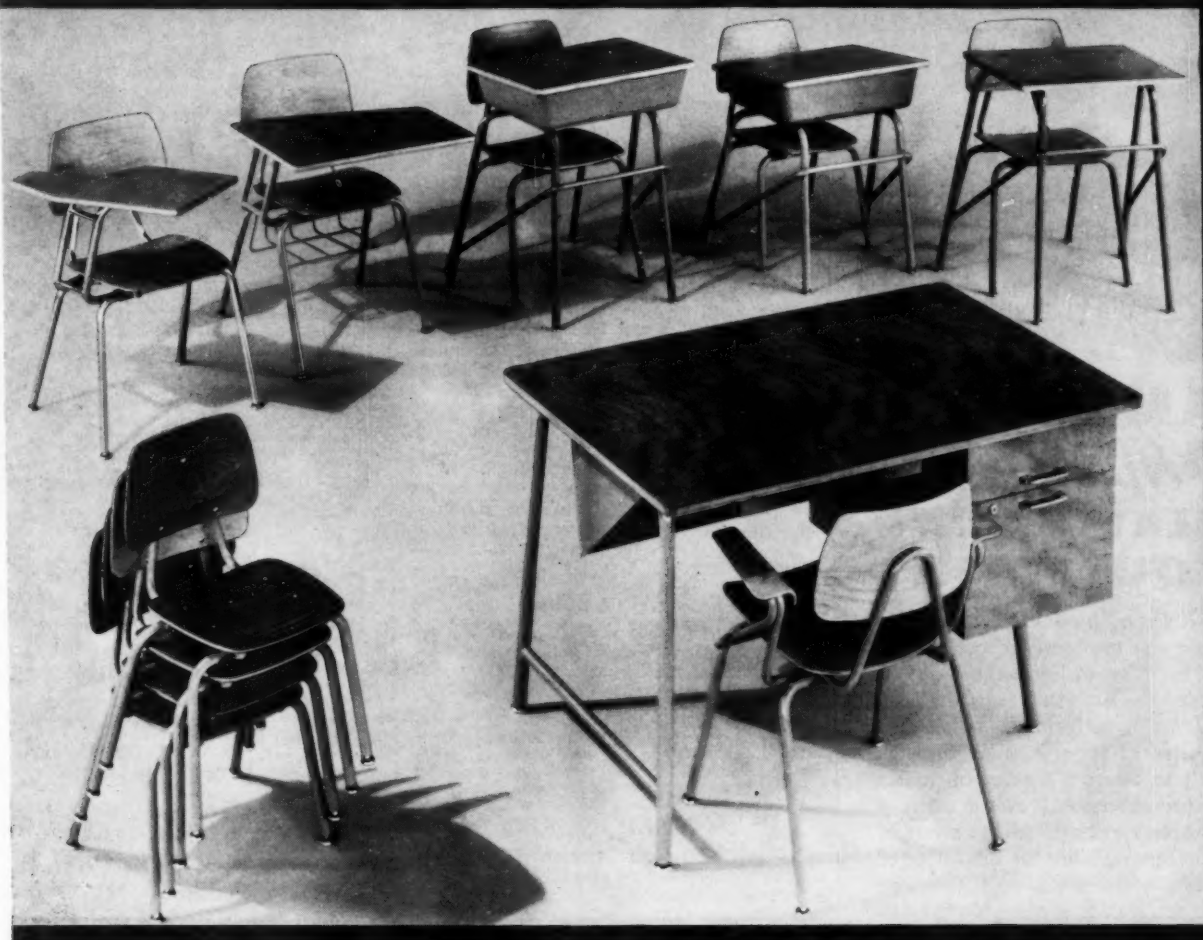
NEW SCHOOL PROGRAM

In Madera, Calif., the seventh and eighth grades are now operating under a new departmentalized plan with homogeneous aspects. The plan has been implemented by separate remedial classes, under single departmental teachers.

The board has also begun an education program for mentally retarded elementary school children. One classroom has been provided for the purpose and is operating at capacity. A second classroom is being planned in a year or two.

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The spirit of modern education, the high adventure of learning, finds concrete expression in the new *NORCOR MODERNLINE* School Furniture.

Its dominant characteristic is freedom—freedom of movement, flexibility, versatility. In it, the student's body is at ease, unhampered by obstructions, while his alert, eager, young mind experiences the excitement of learning.

Even its colors are unconventional and stimulating, coral, turquoise, blue-gray or chrome, complementing the natural wood finishes.

In its dynamic appearance, in its new comfort and easy mobility that can quickly adapt itself to the class activity of the moment, this new school furniture is the complete antithesis of the drab regimentation of yesterday's classroom.

Yes, learning can be an adventure in *NORCOR MODERNLINE* School Furniture!

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**LIFETIME Aluminum
DIVING BOARD**
world's finest official board



BRANCH PLANT AT NAHMA, MICHIGAN

TEACHERS' SALARIES

PAY RISE APPROVED

Dissenting teachers' organizations of New York City have recently approved a unified salary-increase program, as a result of the efforts of Dr. William Jansen, superintendent of schools.

The compromise plan now before the board of education calls for a \$450 across-the-board increase for all teachers; a \$400 increase for 30 semester hours of preparation beyond the bachelor's degree; and a \$200 increase for 30 semester hours of preparation beyond the 30 hours set up in item two.

The proposed salary scale calls for (a) minimum license qualifications, \$3,900 to \$7,200; (b) 30 hours additional preparation, \$4,300 to \$7,600; (c) 60 hours additional preparation, \$4,500 to \$7,800.

The salary increase for additional preparation is applicable at every step to all teachers who may qualify.

HEMPSTEAD'S NEW SCHEDULE

The board of education of Hempstead, N. Y., has adopted a new teacher salary schedule for 1955, under which teachers are divided into three groups according to training and years of experience. The schedule calls for a minimum of \$4,000 and a maximum of \$6,800 for teachers in Class I with four years' college training; a minimum of \$4,200 and a maximum of \$7,800 for those with five years' college training. Teachers in Class III having six years' training will be paid a maximum of \$8,800. The new schedule represents an advance of \$500 over the previous maximum of \$8,300.

BUFFALO SCALE

The school board of Buffalo, N. Y., has adopted a salary schedule for September, 1955, calling for a starting salary of \$3,600 for teachers. The new minimum is up \$600 from the former starting salary. The maximum was raised to \$6,400. Teachers receiving under \$3,600 will be raised to that figure, and those at that level or above will be given a \$200 increment.

PERSONNEL INCREASES

The school board of Cincinnati, Ohio, has approved salary increases for school board personnel in civil service classifications. The increases include \$111 per year for those elevated to senior stenographic secretary and 3½ per cent for the editorial assistant in the research and census departments. Elementary school clerks, on a 12-month basis, will work on a 10-month basis, without a change in rate. Fifth-year student teachers teaching three classes weekly were raised to \$1,350 per year.

TEACHERS' SALARIES

★ North Kansas City, Mo. All teachers were given increases of \$200, raising the minimum salary to \$3,200 per year. The cost of the increases will be \$41,000.

★ East Peoria, Ill. The community high school board has adopted a salary schedule for 1955, calling for increases of \$300 for teachers, beginning with the fall term. Beginning teachers with a bachelor's degree will receive \$3,600 a year, and master-degree holders, \$3,800.

★ Watertown, Conn. Salary increases of \$150 on the starting and maximum salaries of teachers holding degrees have been given by the school board. The new starting salary for B.S. degree teachers is \$3,200, and for M.A. degree holders, \$3,500. The maximum salary is set at \$5,370 at the end of 15 years.

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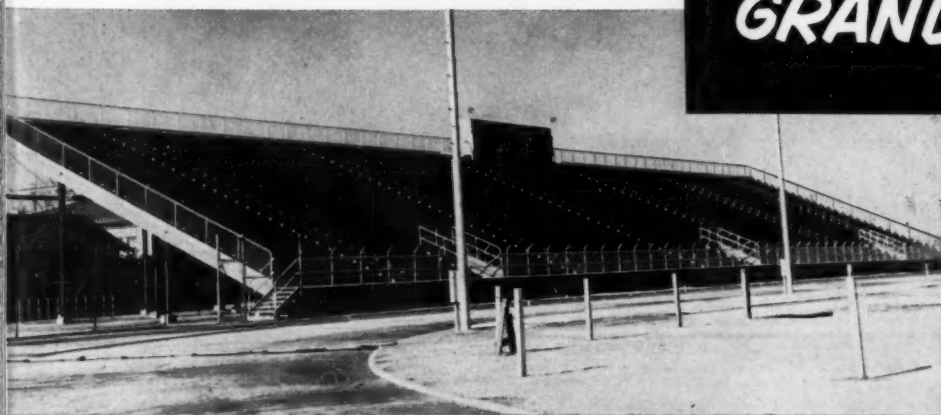
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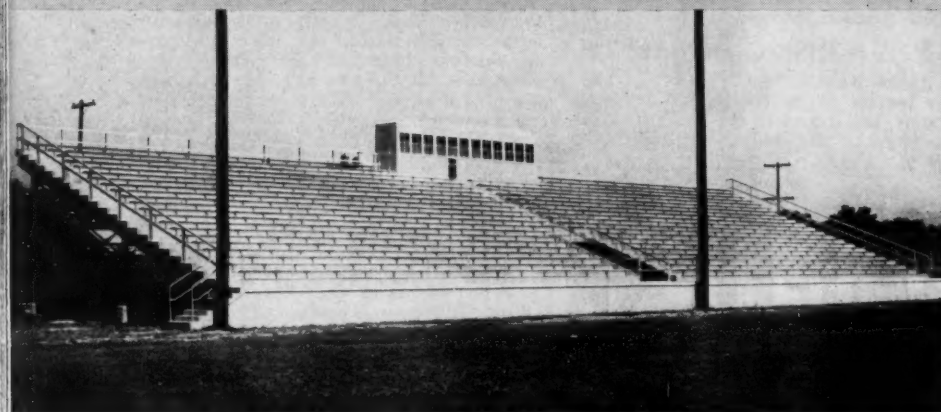
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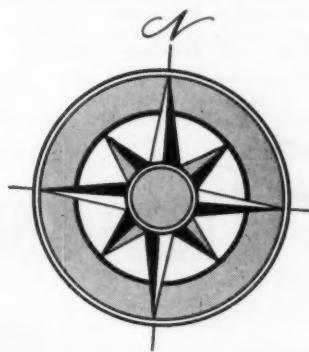


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THE CLEVELAND KINDERGARTEN PROBLEM

"Painful and drastic" elimination of one half of the kindergartens in the Cleveland, Ohio, school system may be ordered, if the teacher shortage gets worse. Supt. Mark C. Schinnerer warned the board members that he may have to take this action in September, 1955, even though it will arouse serious protests from parents and organized groups in the city. The school board showed displeasure at his initial discussion of the subject. Supt. Schinnerer pointed out that the kindergartens are permissive, not mandatory under the Ohio laws. It may be necessary to do away with two-teacher kindergartens and to assign the teachers to the elementary schools where a serious teacher shortage exists. Also, he said, it may be necessary to adopt the one-semester arrangement, taking children at 5½ years, if the teacher procurement methods do not produce enough teachers. The administration is combing four states in search of new teachers. The total school enrollment is 114,040. It jumped 3000 in the period from the first semester to the second in 1954-55.

School board reaction was summed up by Mrs. Norma F. Wulff, who said: "Let's go slow and see what can be done before we talk about doing away with kindergartens."

WISCONSIN BOARDS MEET

The 34th annual convention of the Wisconsin Association of School Boards, March 24 and 25, held simultaneously with conferences of the Wisconsin School Administrators and County Superintendents, brought nearly 300 board members to Milwaukee.

The possibilities of a State School Boards Association was forcefully presented by

Edward Tuttle, Chicago, Ill. Both O. H. Roberts, Jr., Evansville, Ind., president of the National School Boards Association, and William Milne, Phillips, retiring president of the Wisconsin Association, argued strongly the necessity of using citizens' groups as means of promoting the welfare of the public schools.

At the annual banquet, George Tipler, clerk of the school board of Winneconne and executive secretary of the School Boards Association, received the state award as outstanding school board member of 1955.

The Association elected Ralph Lund, of Black River Falls, as president for 1955-56; Mrs. Donald Granham, Rice Lake, vice-president; Dale Thompson, Beloit, second vice-president; Joseph Hamelink, Kenosha, treasurer.

The association supported prospective legislation for the establishment of metropolitan school districts and for increasing fiscal support of local districts from state funds.

ACHIEVEMENT AWARDS

Twenty-two head and assistant head custodians of Modesto, Calif., were recently presented with achievement awards by the president of the board of education. The awards were given in recognition of the completion of a 15 weeks' course in management and supervision which is part of the in-service training program of the school building maintenance division. The course, offered during the evening hours, includes organization structure, job instruction training, personnel relations, and job operation breakdown.

WHITE HOUSE CONFERENCE

Chairman Neil H. McElroy of the Committee for the White House Conference on Education, has announced the appointment of six consultants who will participate in the

national conference. They are Francis Keppel, Harvard University, Cambridge; Dr. Paul J. Misner, Glencoe, Ill.; Dr. Morris S. Wallace, Stillwater, Okla.; Dr. Ray C. Maul, National Education Association, Washington, D. C.; Dr. Edgar L. Morphet, University of California; Dr. William Ray Flesher, Ohio State University, Columbus, Ohio.

PLANNING AND CONFERENCE DAYS

In Hillsborough County, Fla., the contractual period of employment for all instructional personnel is ten calendar months. Of this time, teachers are engaged in teaching 180 days or nine school months. Over and above the vacation days involved, the teachers have these extra days to devote to planning, record and report making, development of materials, and conferences.

While most of this extra time is included in the post- and pre-school conferences, three of the days are distributed throughout the school year, being used for teacher-parent conferences. Teachers send parents written invitations to these individual talks about the child's problems and rate of progress. Ordinarily, not more than ten parents are invited by a teacher for a given conference day.

Superintendent J. Crockett Farnell reports that the results have been most gratifying to both the homes and the schools. In these 10,000 conferences, opportunity is afforded parents to get answers to troublesome questions; while teachers secure insights to the nature of the children's needs and often their maladjustments. In addition to the gains to parents and teachers as they co-operatively strive to interpret school to home and home to school, there has developed an over-all good will for the school system which is the most potent part of the total public relations effort.

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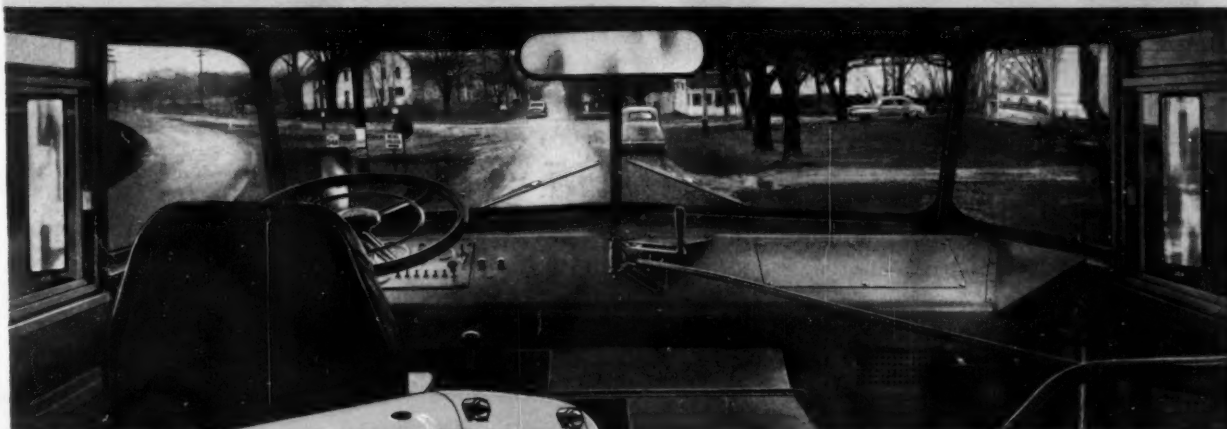
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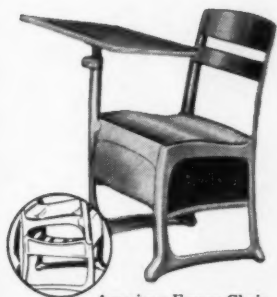


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NEW BOOKS

Administration on Public Laws

874 and 815. Fourth Annual Report of the U. S. Commissioner of Education. Paper, 178 pp., \$1. U. S. Office of Education, Washington 25, D. C.

This fourth annual report shows that in the fiscal year ended June 30, 1954, applications for federal financial assistance were filed by 2673 local educational agencies in 48 states and territories. Of these, 2521 were eligible and were allotted a total of \$68,024,728 in federal funds. Payments made to local educational agencies on account of federal property amounted to \$4,705,503. In 24 instances the Commissioner made funds available to another federal agency for the education of 11,744 children in average daily attendance residing on 29 federal properties, at a cost to the government of \$2,720,471. The report covers the last year of the 4-year period under which payments could be made under subsection 4b occurring from 1939 to 1950.

The School Teacher's Day in Court

Bulletin for February, 1955. Paper, 27 pp. Research Division, National Education Association, Washington 6, D. C.

This report for 1954 includes 40 cases decided in the courts pertaining to teacher personnel problems, and one case involving compensation for personal injury. The 41 opinions are abstracted by subject matter according to appointments, retirement, dismissal, professional leave with pay, liability for pupil injury, resignation, and compensation for personal injury.

The 15-Year Building Program

Paper, 18 pp. Published by the school board of Bay City, Mich.

This 5-year report commemorates the completion of two junior high schools, costing \$1,870,755. Still to be completed are several elementary schools and a high school.

School Building Needs in Kettering

By John H. Herrick and associates. Paper, 93 pp. Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio.

This competent survey of the Kettering, Ohio, School District, a suburb of Dayton (population, 36,000; enrollment, 4966), recommends a minimum initial program of a high school, three elementary schools, and remodeling of existing schools, to cost \$2,400,000. A long-range program recommended for 1955 to 1960, will cost from a minimum of \$2,220,000 to \$6,500,000 for the next steps, based on enrollment and economic ability.

School Library Standards, 1954

Compiled by Nora E. Beust. Bulletin No. 15, 1954. Paper, 43 pp., 20 cents. U. S. Office of Education, Washington 25, D. C.

This study presents digests, with brief explanations, of the state school library standards in effect in 1954.

Dictionary of European History

By William S. Roeder. Cloth, 316 pp., \$6. Philosophical Library, New York, N. Y.

The brief treatment of some 2200 topics in European history between A.D. 500 and the present year will not satisfy the informed student because it is too brief, nor the novice because it goes beyond the bare names and dates and can not present both sides of disputed questions. The very latest historic data—from 1850 to the present—is helpful for understanding present European situations.

Summer Playground Activities

Paper, 29 pp. New York City board of education, 110 Livingston St., Brooklyn 2, N. Y.

For play activities more than half of the school buildings, all of the athletic fields, and all of the swimming pools are available for the use of pupils during the summer. New York children who stay in the city during July and August are given every opportunity for healthful relaxation and continued growth.

The Changing Years in Child Labor, 1904-1954

Compiled by Sol Maroff. Paper, 22 pp., \$1. The National Child Labor Committee, 419 Fourth Ave., New York 16, N. Y.



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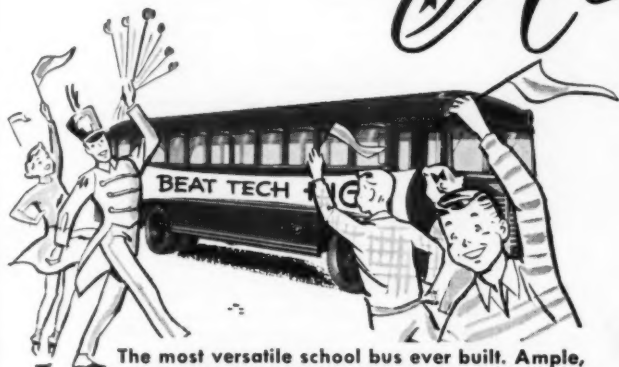


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NEW BOOKS

Toward Better School Design

By William W. Caudill. Cloth, 274 pp., \$12.75. F. W. Dodge Corporation, New York, N. Y.

The keynote of this book is also the keynote of the author's work as architect, artist, and critic of school architecture.

The author is original, extremely enthusiastic, critical of everything that has been done in the past, and insistent that every school plan shall be new and original, though solving the problem of planning each classroom and each complete building in terms of a growing educational program, of the characteristics, and needs of the children, and of the economic ability of the community. He would apply research to every school building project, and he is naturally unwilling to accept the restraints of precedence, code legislation, the traditional use of materials, and above all, historic design.

Much of his work and many of his recommendations are colored by research carried on to meet the conditions of climate, temperature, and other aspects of weather in Texas.

The reviewer would disagree with many of the author's ideas concerning educational theory, but he is wholeheartedly in favor of approaching every school building as a new and challenging problem which should be solved with considerable originality and careful consideration of a great variety of architectural ideas.

Possibly the most important part of the book is the series of illustrated case studies—91 in number—which conclude the book. If these do nothing more than compel the school administrator, the architect, and the member of the school board to think about at least 91 aspects of planning a single school building, they still make the book distinctly worth while.

Substitute Teachers in the

Public Schools, 1953-54. Paper, 55 pp., 50 cents. Research Division, National Education Association, Washington 6, D. C.

This report on the "forgotten men and women" of

the teaching profession, gives the results of a study having for its purpose the discovery and validation of ways in which substitute teachers can work effectively with regular teachers. The study outlines the general status of the substitute force in order to provide the basis for comparisons between part-time and full-time staff members. One section gives the findings on instructional co-ordination and working relationships, and the final section identifies major problems faced in improving substitute teachers.

Schoolhouse Story

Prepared by the Georgia State Department of Education; Dr. M. D. Collins, State Superintendent. Paper, 64 pages. State Department of Education, Atlanta, Ga.

This is a remarkable story of the school plant rehabilitation and construction program, carried on during the past five years by the schools of Georgia, at a cost of \$200,000,000. It is interesting to note that this unique achievement, which has practically remade the entire school plant of a great state, involved, first of all, careful educational planning on the state and local levels by the combined efforts of professional schoolmen and lay boards of education; it involved also the extensive study by professional committees of such factors as population growth, economic, and social needs. It reflects the firm determination of all concerned to improve the state by improving the individual opportunities of children for an education. Not the least credit for the good work belongs to the State School Building Authority who helped allot the funds and financed the local enterprises. Most of the buildings illustrated in the booklet are of the one-story type with rooms and other areas for a broad program of instruction.

Before the program started, there were in the state 3205 schools occupied by Negro children and teachers. Of the total moneys expended by the state, 54 per cent was used for erecting Negro schools. When the building program is finished, there will be 511 approved, modern school centers for Negro children, replacing the previous 3205 old, inadequate structures.

Food Service in Institutions

Third edition. By Bessie Brooks West and LeVelle Wood. Cloth, 682 pp., \$4.48. John Wiley & Sons, New York, N. Y.

Based on information compiled from many authorities and on the authors' extensive experience in teaching, organizing, and supervising food services, this authoritative book has been revised to show modern developments in all phases of institutional food service.

Section I deals with the selection, preparation, and serving of food in quantities. Section II covers organization and management of institutional food service, with emphasis on professional and personal qualifications, and responsibilities of the personnel. Section III discusses in detail the newest equipment and its arrangement for greatest efficiency.

Financing Education in

New York State. Prepared by Henry T. Heald, for the Commission on Educational Finance. Paper, 24 pp. Published by the Commission in Albany, N. Y.

This initial report outlines plans for legislation to be passed this year (1) for equalizing the support provided the several school districts of the state, and (2) for providing funds for emergency school building construction.

The Commission recommends that the state aid formula be continued for one year and that the whole program be revised to meet the difficulties of school districts which have exceptional growth and to provide for the growth in the school program. The present aid is 337 million dollars, or 38 per cent of the local school expenditures—estimated at 880 million dollars.

City School Systems:

Statistical Summary for 1951-52. By Lester B. Herlihy. Paper, 7 pp. Bulletin No. 410, September, 1954.

This bulletin offers statistics for 3800 city school systems, divided into five population groups, and covering enrollments and daily attendance, length of school year, professional personnel, and current expenditures. The report shows a total pupil enrollment of 2,256,174 and a teaching staff of 73,227. The total current expenditure amounted to \$2,776,472,000, or 12 per cent less than the total for 1951-52. The highest average daily amount expended per pupil in the six major cities was \$1.68. Of these six, New York City had a daily expenditure of \$1.87 per pupil. The total current expenditure for full-time day schools was \$254.29, including instruction and administration. The average salary for instructional personnel in 1951-52 was \$3,259 for supervisors; \$5,450 for principals; and \$3,899 for teachers.

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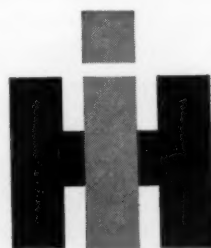
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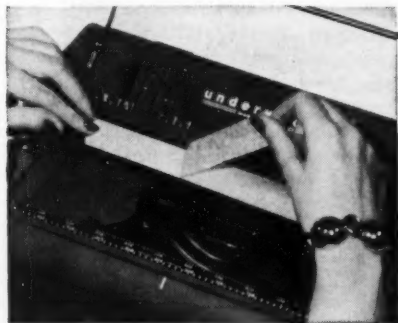
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SCHOOL FINANCE AND TAXATION

SCHOOL BOND SALES

During the month of February, 1955, bonds were sold for school construction purposes, in the amount of \$129,341,499. The leading sales were:

California	\$35,451,000	New Jersey	\$ 3,428,000
Illinois	10,036,000	New York	21,843,404
Massachusetts	3,220,000	Ohio	8,767,500
Michigan	5,043,000	Pennsylvania	3,670,000
Minnesota	3,968,000	Texas	3,511,000
New-Hampshire	2,750,000	Virginia	3,500,000
		Washington	5,788,000

The average price of 20 bonds, as of March 24, was 2.45 per cent.

SCHOOL CONSTRUCTION

Dodge reports that during March contracts were let for 721 school buildings, in 37 states east of the Rocky Mountains. The contract valuation was \$200,570,000.

During the month of March, 1955, contracts were let, for 94 school buildings, in 11 western states. The contract valuation was \$18,711,133.

Further projects, in the number of 99, were reported, at an estimated valuation of \$37,788,275.

SCHOOL FINANCE

★Hoopeston, Ill. The school board has authorized the school treasurer, Roy Boughton, to invest \$500,000 of unused school money in U. S. Government Bonds for a 90-day period.

NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS*

Item	Date	Latest Figure	Previous Mo.
School Building Construction ¹	Mar., 1955	\$200,570,000	\$134,911,000
School Building Construction ²	Mar., 1955	18,711,133	18,253,003
Total School Bond Sales ³	Feb., 1955	129,341,499	196,284,625
Latest Price, Twenty Bonds ³	Mar. 24	2.45%	2.45%
New Construction Expenditures ⁴	Feb., 1955	209,000,000	223,000,000
Construction Cost Index ⁵	Mar., 1955	600	599
Educational Building Permits, Valuation ⁶	Dec., 1954	96,700,000	1,173,700,000 ⁸
Wholesale Price Index ⁶	Mar. 29	110.5	110.3
U. S. Consumer's Prices ⁶	Jan., 1955	114.3	114.3
Total Population of the U. S. ⁷	Feb. 1, 1955	164,158,000	163,930,000
School District Governments in the U. S. ⁷	1954	59,631	67,346 ¹⁰
Public School Elementary and Secondary Enrollment ⁸	1951-52	31,379,000	26,563,000
	1949-50	30,168,000	25,111,000

*Compiled Apr. 8, 1955.

¹Dodge figures for 37 states east of Rocky Mts.

²11 states west of Rocky Mts.

³Bond Buyer.

⁴Joint estimate, Depts. of Commerce & Labor.

⁵American Appraisal Co., Milwaukee.

⁶U. S. Dept. of Labor.

⁷U. S. Dept. of Commerce.

⁸U. S. Dept. of Health, Education, & Welfare.

⁹Total for 1954.

¹⁰Previous year.

★Eureka, Kans. The citizens' committee met with the school board, and state authorities to study the problem of school finances. The procedure seeks: (1) to determine the extent of the problem facing the local district; (2) to determine the possibility of solving the problem at the local level; (3) to determine the adequacy of the high school state aid measure; (4) to consider future building needs to accommodate increased school population.

★The Dallas, Tex., school district has received to date \$11,805,821 in local taxes. According to Mr. Leon B. Hosek, school auditor, the schools are due to receive \$2,150,000 more

in tax money by the end of April.

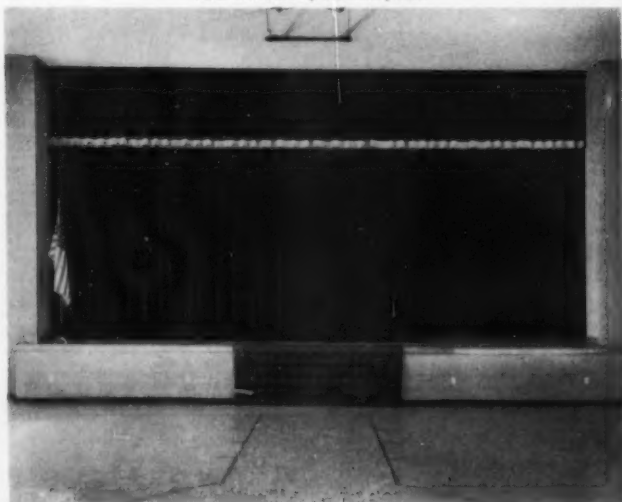
The Dallas schools receive 39 per cent of the total taxes at a rate of \$1.38 per each \$100 of valuation. Of this rate, 37 cents goes for interest and sinking funds on bonds, and \$1.01 for the general fund, salaries of staffs, and operating expenses.

A payment of \$616,548 in state aid has been received as of March 1, by the independent school district. The allotment is based on a rate of \$6 per day for the 102,758 school children within the district and brings the total payment to \$4,008,910. The state will pay \$6,978,544 through August, with \$2,978,634 yet to be paid.

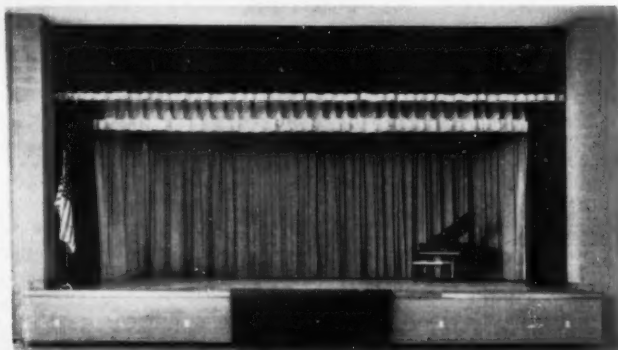
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Park Hill school, Parkville, Mo.



Park Hill school, showing cyclorama

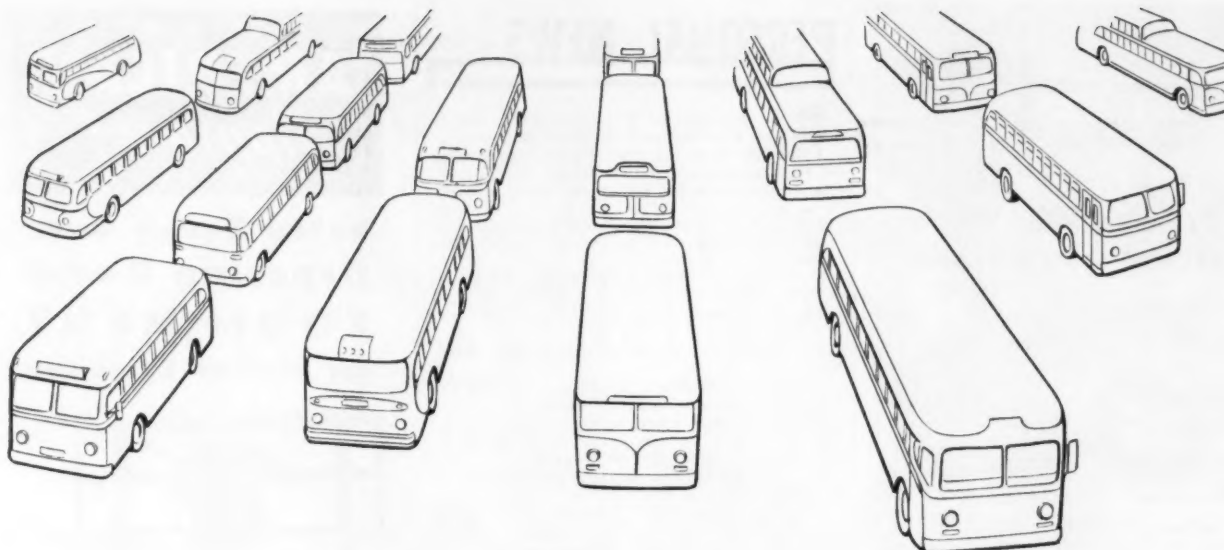


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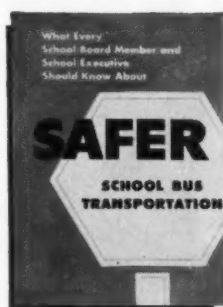


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HOW TO GET THEM. It's simple. First, if you are buying new buses and are asking for competitive bids, insist that *all* bids submitted include *Air Brake* equipment. This way, the buses you ultimately choose will come from the factory *Air Brake* equipped. Secondly, you can modernize your present buses with handy field conversion kits—there's one designed for every make and model bus. Just call your Bendix-Westinghouse Distributor and he will make all arrangements—for easy reference you'll find him listed in the yellow pages of your telephone directory.

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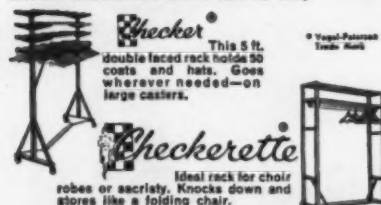
NO. CH-400 CHALKROBE
42" long, 25" deep, 6 1/2" high on glides (or 6 1/2" high on casters). Hat shelves and hanger bars are adjustable for height—accommodate every age group—(Hold 16 with coat hangers or 24 with coat hooks.) Off-floor shelf for overshoes and 50" x 48" chalkboard.

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WALLMOUNT WARDROBE RACKS—Mount permanently on any wall. Shelves adjustable for height in 2" steps (accommodate any age group). Hold 4 spaced coat hangers or 8 coat hooks per running foot. Units interlock to make continuous rack of any length.
No. AW-3 Wallmount Coat and Hat Rack 32" long
No. AW-4 Wallmount Coat and Hat Rack 42" long

WALLMOUNT OVERSHOE RACKS—Mount on wall at floor level... extend 11 1/2" out from wall, interlock to make rack of any length.
No. B-3 Wallmount Overshoe Rack 32" long
No. B-4 Wallmount Overshoe Rack 42" long



Write for Bulletin SL-206

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PERSONAL NEWS

★ J. W. SWENSON, of Pipestone, Minn., has accepted the superintendency at Moorhead.

★ CHARLES KERR has been elected superintendent at Peabody, Kans., to succeed Harold Clark.

★ LEO KELLEY is the new superintendent at Axtell, Neb.

★ A. T. BROWNE has been elected superintendent at East Baton Rouge, La., to succeed the late Rex Beard.

★ FRED M. PRIESTLY, of Lincolnville, Kans., has accepted the superintendency at Centralia.

★ W. E. GOURLEY, of Shattuck, Okla., has accepted the superintendency at Waynoka.

★ J. M. CAREY is the new superintendent at Davis, Okla.

★ HARRY R. MCPHAIL, of Ames, Iowa, has accepted the superintendency at Freeport, Ill.

★ SUPT. CHARLES VELTE, of Crete, Neb., will retire July 1 after 36 years in the school system. He will be succeeded by Richard Whitmore.

★ H. B. KIEWER is the new superintendent at Hillsboro, Kans.

★ RANDALL TEDLOCK, of Jamesport, Mo., has accepted the superintendency at Pattonsburg.

★ SUPT. J. DAVIS HILL, of Galveston, Tex., has been re-elected for another term.

★ WILLIAM W. PERSONEN, of Glasgow, Mont., has accepted the superintendency at Chinook.

★ PAUL W. FORNEY, of Sibley, Iowa, has taken the superintendency at Carroll.

★ SUPT. FRANK E. ALLEN, of South Bend, Ind., has resigned to become athletic director of Indiana University, Bloomington.

★ E. K. WRIGHT is the new superintendent at White Sulphur Springs, Mont.

★ J. E. MIDDLETON is the new superintendent at Argonia, Kans.

★ SUPT. J. H. HANEY, of Hudson, Kans., has resigned in order to complete work toward a doctor's degree.

★ GEORGE J. EDELBECK is the new superintendent at DePere, Wis.

★ R. D. NELSON is the new superintendent at Lake Crystal, Minn.

★ MAX BICKFORD has been elected superintendent at El Dorado, Kans.

★ C. T. BLIKRE is the new superintendent at Rolla, N. Dak.

★ DR. HARVEY A. SMITH, superintendent of public schools in Lancaster, Pa., from 1938 to 1954, died in Lancaster, March 3, at the age of 65. He had been assistant superintendent of schools in Washington before going to Lancaster.

★ CHARLES F. HUB is the new superintendent of schools at Horicon, Wis.

★ DAVID L. GLUNT is the new superintendent at Charleroi, Pa., succeeding William H. Clipman, Jr.

★ SUPT. L. T. GATHMAN, of David City, Neb., has been re-elected for a three-year term.

★ SUPT. P. C. HESSEN, of Fredonia, Kans., has been re-elected for another term.

★ T. S. HANCOCK is the new superintendent of the Cypress-Fairbanks school district at Cypress, Tex.

★ CHARLES L. LANGSTON is the new superintendent at Irving, Tex.

★ PAT HARDY has accepted the superintendency at Shattuck, Okla.

★ SUPT. J. O. TEASLEY, of Cameron, Mo., has been re-elected for another term.

★ SUPT. P. F. SHAFER, Macomb, Ill., has been re-elected for another year.

★ R. L. MARCUM is the new superintendent at Snake River, Idaho.

★ L. D. CLEMENS is the new superintendent at Wheaton, Mo.

★ SUPT. LLOYD L. TINKLE, of Charter Oak, Iowa, was recently admitted to the Iowa Supreme Court to practice law in the state of Iowa.

★ W. M. METTEER, who was formerly superintendent of the elementary school district of Red Bluff, Calif., has been elected as superintendent of both the elementary and high school districts, effective July 1, 1955.

★ GEORGE W. BROWN, of Gary, Ind., has been elected superintendent of the Riverside-Brookfield high school at Brookfield, Ill.

★ MERWIN DEEVER has been elected superintendent of schools at Woodward, Okla.

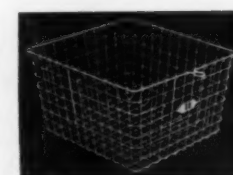
★ GILBERT H. GROSENICK, of Richland Center, Wis., has accepted the superintendency at Ashland.



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DEVELOPMENTAL READING

(Concluded from page 38)

Reading retardation is a universal problem in American schools and colleges. We should not become engrossed with the technique and lose sight of the end in reading, but correct reading mechanics are very essential. We must organize school-wide developmental reading programs to stimulate improvement in all aspects of reading, and assure the maximum reading growth of every student. It is absolutely essential that we graduate from our high schools and colleges young people who can read intelligently and critically.

Radio, motion pictures, television, and the printed page are all important media of mass communication. Important new developments are taking place in radio every day. The outlook for television challenges the imagination, even though the medium is too new to have been explored in more than fragmentary fashion. However, reading is thinking, and the ability to think and to read intelligently and critically is absolutely essential to the perpetuation of our democratic way of life.

Enthusiasm for developmental reading programs is gathering momentum at the junior and senior high school levels, as well as in colleges and adult groups. To develop a sound reading program that will improve the reading ability of all who are lacking in that ability will require the support and creative effort of all teachers from the kindergarten through the college.

The logical place for the Reading Laboratory is early in high school. It is just as effective with high school youngsters as with college freshmen. We would recommend that it be used in the three senior high school grades the first year, the Jr. II, Jr. III, and Sr. I grades the second year, and then used with the Jr. I group thereafter, except for some remedial work which might be done with retarded individuals in senior high school. Everyone should take it in the first year of high school.

The addition of reading to the curriculum is fully justified on the ground that it will help to meet the individual needs of students, save many of them from failure, and reduce the large number of dropouts, eliminating some of the expense of educating repeaters. Although the ideal setup would be one having a Director of Reading, with all teachers in the school trained in methods of reading diagnosis and instruction, much can be done without so extensive a system. One of the simplest and quickest ways of improving reading is the use of machines, especially the tachistoscope and reading rate controller. Used properly, these aid and speed up both reading rate and comprehension by spurring the pupil on to higher achievement, by eliminating bad reading habits and daydreaming while reading, and by establishing the good habit of concentration. Through tests, the pupils' rate of comprehension is being constantly heightened. Although there is an acute need for reading instruction and remedial work on the secondary level, all teachers should understand the complexity and general background of these reading problems and know something about the right start in teaching reading.

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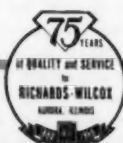
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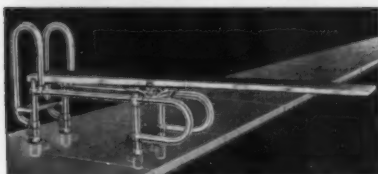
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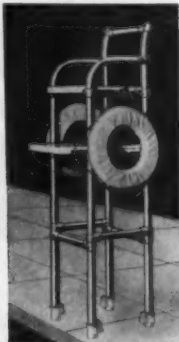
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world's finest official board



BRANCH PLANT AT NAHMA, MICHIGAN

PROMOTIONS FROM WITHIN OR WITHOUT?

(Concluded from page 64)

The caution I am trying to express is this: Let us beware of falling in love with an elusive idea or ideal or even with catchwords such as "new blood" or an outsider for a "complete house cleaning." To repeat, it is a matter of men more than of geography.

If carried to its extreme this philosophy of preference for the "outside" man in filling the higher positions leads to an untenable situation. If we adopt the custom that leads us to select the outside men for such positions with more or less disregard for talent and ability at home, this conclusion is forced upon us: *The only way for an able man to advance is to leave his own community and his own home.* If I am determined to advance, and I am, then automatically I am forced to leave X to do it. Whether it be myself or another even more worthy, this policy, if continued, forces the best men to seek advancement elsewhere. This seems neither logical nor fair. It appears to me, that if the superintendency is important, it is still more important that the superintendent look upon his community as *his home* rather than the temporary place of his employment.

The schools cannot operate long against public opinion. For after all, they are the property of the public—operated for their children. If all the citizens were to demand unanimously an "outsider"—then I suspect that the board should employ such a man. You, men, of course, are close to the public and know that this is not unanimously demanded as the guiding principle of selection.

Public Opinion

There are hundreds of substantial citizens who will uphold you in your selection of an "inside" man. Hundreds of others are totally indifferent and uninterested. But most substantial citizens will stand behind you on either decision. It would be a mistake to believe that one or two outspoken individuals on either side really represent the sentiment of the community. In concluding this discussion, may I say that, in the final analysis, the real consideration should be not so much "inside" against "outside" as it is *all of the qualifications of one man against all of the qualifications of another.*

Note to the Reader: A fine schoolman from "outside" was elected. I soon left the city I wanted to call "home" for advancement elsewhere. All other local candidates were likewise soon lost to the school system and the community.

COMMUNITY EDUCATION CONFERENCES

(Concluded from page 8)

that citizens, board members, and educators have the opportunity to think, to express themselves, and to plan possible solutions together? (2) How can factual material be secured and presented most effectively? (3) Who should be involved in community conference sessions?

Wherever a local community conference on school problems is organized and held, a state school boards association will be in a position, through the assistance given by the regional co-ordinator and the co-operation offered by the N.S.B.A. Project Office and by the publications of the National

Citizens Commission for the Public Schools, to spread the news to other communities, to profit by the lessons learned, and to stimulate more and better conferences. The major effort must come at the start. Once the ball gets rolling, once it becomes evident that community conferences on education are valuable and interesting, the movement will grow like a snowball rolling downhill. Before the end of 1955, if we all work together, such conferences can be held in hundreds or thousands of communities from one end of the country to the other. With the pattern clearly established, other conferences in other years will enable our people to continue to advance the effectiveness of public education as a major constructive force in America.

Lines of Authority

There will be close liaison between the headquarters of the National School Boards Association in Chicago and the office of the Director of the Community Conferences Project in Bloomington, Ind. However, all activities connected with the operation of the project itself will be handled by Director Stapley, through the five regional co-ordinators who in turn will work with the state school boards associations when requested by the association leaders to do so. Dr. Stapley will be responsible to and report to the executive committee and board of directors of the N.S.B.A. on all phases of this special project.

On the other hand, any information about the project in general, designed for distribution to all state association leaders, will clear through the N.S.B.A. office in Chicago. The basic structure of the National School Boards Association as a federation of state associations, and supported by them, will not in any way be altered. The Community Conferences on Education project represents a supplementary activity, supported by an outside grant for a definite period, and organized to accomplish its specific purpose. In time to come, there is reason to believe that other grants for specific projects will be made to the National School Boards Association as contributions to its increasing service to American public education.

STUDY SCHOOL PROBLEMS

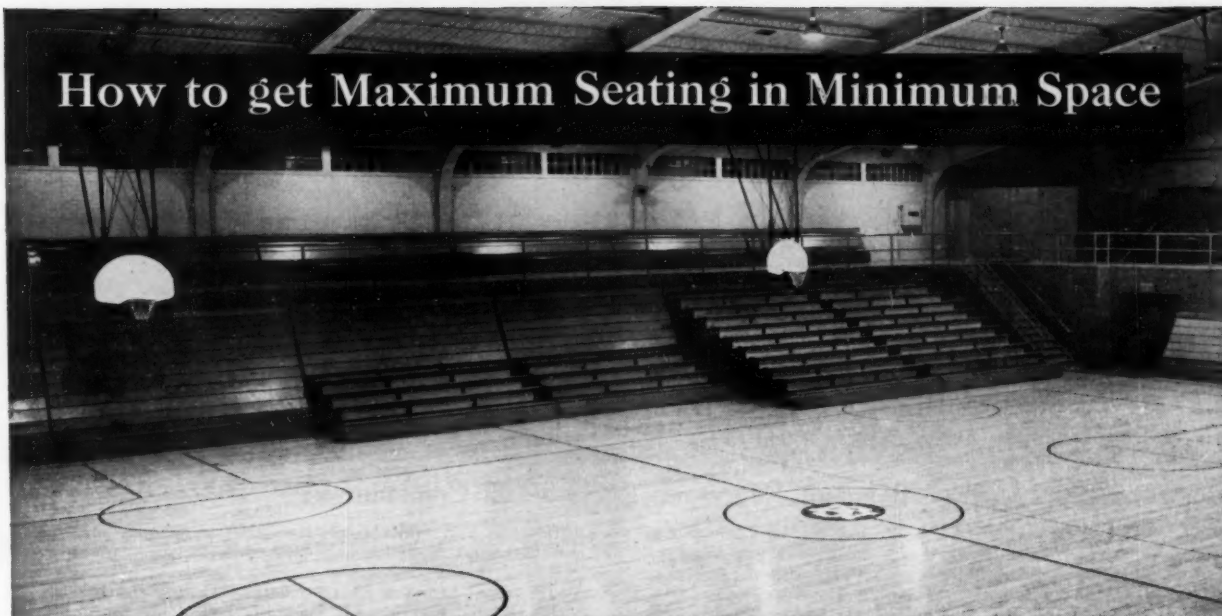
Jay Davis Conner, Chief of the Division of Instruction for the California State Department of Education, has presented a report to a special committee of the California legislature relating to the problems facing the public schools today.

The report is thought-provoking and seeks to supply factual evidence relative to four important questions facing the educators of the state:

1. Can teacher hours per child be reduced without jeopardizing educational results?
2. Has the educational profession kept pace with industry, business, and the armed forces in increasing the production rate of each unit of employed personnel?
3. Are the schools attempting to accelerate pupil achievement?
4. Is modern teaching really effective?

The real problem, it was suggested, is to furnish rather complete answers to the questions and still allow for further questions on the scope of the school program.

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Board of Education, Rocky Ford, Colorado

The Board of Education of School Dist. No. 4, Rocky Ford, Colo., has accomplished many things during the past five-year period. The school plant has been enlarged with the erection of two elementary schools, a junior high school, an agricultural building, and a school bus garage. The old buildings have been repaired, renovated, and redecorated. A new salary schedule for teachers has been set up, sickleave and substitute salaries have been liberalized, and a testing program introduced. Expansions have been effected in a number of departments, including health and physical education, homemaking, industrial arts, art, and music. The entire staff has worked on new projects, including curriculum revision and achievement tests.

During the year, the board sponsored a regional meeting of the Colorado State School Boards Association involving ten counties. It was a workshop meeting, involving talks, panel discussion, reports, and a dinner meeting. During the past six years the regional meeting has been the largest and most successful in the state.

The members of the board (left to right) are: Robert T. Babcock, director and secretary; Ted C. Goodner, director; Robert Morrison, director; Dr. B. Franklin Blotz, president; Wayne B. Pott, vice president; R. E. Olson, business manager; L. V. Simmons, superintendent of schools.

TEACHER ASSISTANCE PROGRAM

The Palo Alto Unified School District, Palo Alto, Calif., during the school year 1954-55, conducted a program of teacher assistance which appeared to be eminently successful in connection with the supervision program of the district.

The program for both elementary and secondary schools consists of an on-call plan, involving consultants in music and other subjects, who may be called by the teacher. To supplement the program, a teacher in the elementary school at each grade level is assigned as a consultant for new teachers who may be coming into the district. This consultant meets with the teachers during a three-day orientation session and visits each one of the teachers at her grade level.

The consultant has released time up to the amount of time requested by the teachers themselves with whom she is working. An evaluation of the plan by the consultants and the teachers themselves has elicited much favorable comment. The new teachers have urged its continuance in the district.

OPEN MEETINGS

Laguna Beach, Calif. The school board has carried out a policy during the year of having educational reports as one part of each of the board meetings. They have also established a policy of inviting representatives from each service group or organization in the community to be guests on a rotating basis at each meeting.

In the spring of 1954, the board also issued a printed report, giving information to the public about the school program and the school finances. The report was intended to give a clear picture to patrons and taxpayers concerning the purposes and operation of the school district, as well as information about school growth, the financial status, and the estimated future school needs.

On June, 1952, the voters of the district

approved a school bond issue of \$385,000 for elementary school purposes.

TEACHERS VISIT FIRMS

On December 3, 1954 business and industry in Muncie, Ind., were hosts to the teachers of the community as they visited the business and industrial establishments. More than 600 teachers representing the public and parochial schools participated in the third annual business-industry-education day, sponsored by the Muncie Chamber of Commerce. The project was carried on in co-operation with 25 firms who were hosts to the school personnel.

The teachers met with representatives of the host firms at 8:30 a.m., for an orientation period, the theme of which was "Business and Education Working Together." Following the orientation period, the guests were taken to the industries and business firms where they had been invited to spend the day. At noon they were guests at luncheons and were brought back to the meeting point at 4 p.m.

The teachers saw new and better products and services and means for manufacturing better products more easily and quickly. They saw that business establishments have improved their methods and developed new services. They were shown that invested savings of many people have provided land, buildings, machines, and equipment to produce more and better goods.

OUSTED EDUCATOR WINS

Citizens of Irving, Tex., in an election on March 26, backed up Dr. John L. Beard, whose discharge as superintendent led to a walkout of 215 teachers and principals. They voted to abolish the school district. Thus, in effect, they ousted the school board which had dismissed Dr. Beard in February, on the ground of nonco-operation.

Petitions are up for an election to set up a new district and a slate of candidates for the new board has been prepared. William S. Ward, one of the school principals who walked

out, said it is a victory for American and professional rights of school personnel.

CHICAGO'S SCHOOL BUILDING NEEDS

Supt. Benjamin C. Willis of the Chicago public schools has prepared a 4-page brochure outlining the critical building needs of the city schools. He points out that school enrollment is sweeping forward at the rate of eleven thousand additional pupils per year. Within the next five years it is anticipated that there will be an enrollment increase of 55,000 pupils. Added to the 43,000 enrollment increase since 1951, the total is larger than the entire adult and child population of any other Illinois city, except Peoria and Rockford.

Among the needs are classroom seats for every child during a full school day; replacement of obsolete buildings which limit educational programs; modern facilities such as libraries, gymnasiums, auditoriums, and lunchrooms; adaptability of the school facilities to local community use; and provision for expanding elementary and high school enrollments.

The board has recently constructed a number of new schools and additions under its school building bond program, now in its fourth and final year.

BUILDING COURSE

The 17th annual short course for building service employees of public schools will be held June 6-10, at Teachers College, Columbia University, New York City. The course, covering five days, will devote attention to building inspection and follow-up service, methods of firing boilers, painting and decorating, care of wood floors, heating plant problems, house-keeping problems, rights, duties, and privileges of building service employees, and upgrading of school building service.

The course will be in charge of a staff of six schoolmen, headed by Prof. H. H. Linn, of Teachers College.

No. 2
OF A SERIES

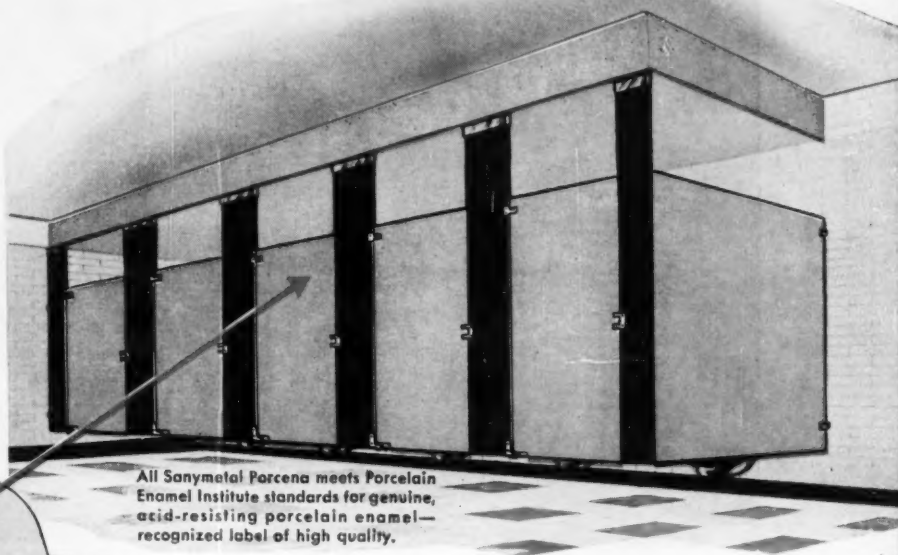
WHAT TO LOOK FOR IN QUALITY TOILET COMPARTMENT CONSTRUCTION

One of many major differences that give you your money's worth in satisfactory service!

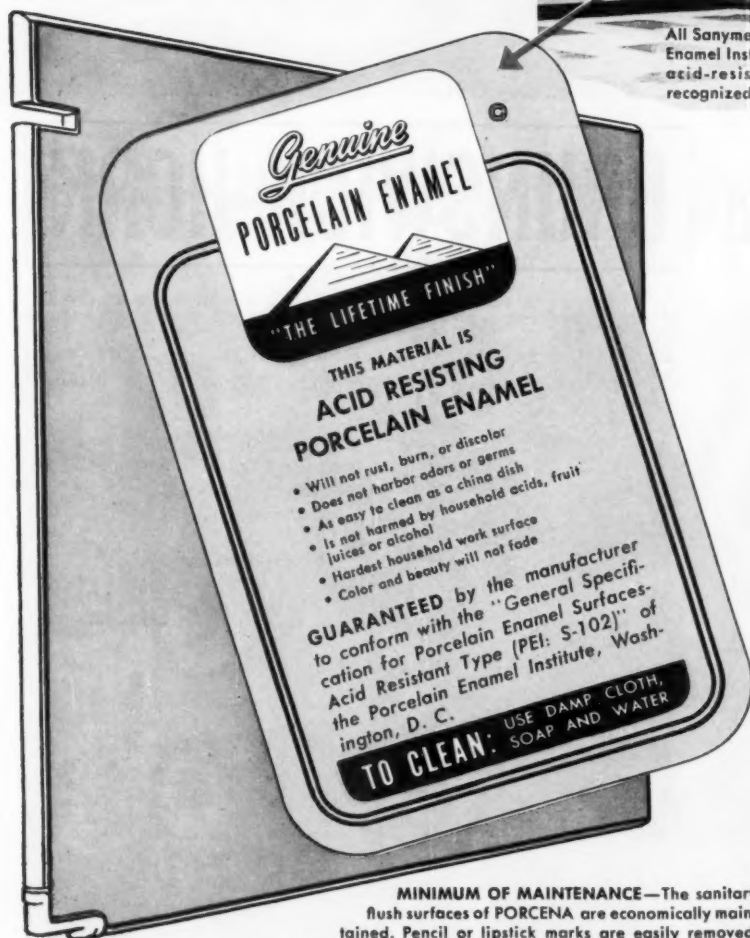
Porcena

(Vitreous Porcelain on Steel)

**PROVED LOW IN
MAINTENANCE COST BY
19 YEARS' EXPERIENCE**



All Sanymetal Porcena meets Porcelain Enamel Institute standards for genuine, acid-resisting porcelain enamel—recognized label of high quality.



- Will not rust, burn, or discolor
- Does not harbor odors or germs
- As easy to clean as a china dish
- Is not harmed by household acids, fruit juices or alcohol
- Hardest household work surface
- Color and beauty will not fade

GUARANTEED by the manufacturer to conform with the "General Specification for Porcelain Enamel Surfaces—Acid Resistant Type (PEI: S-102)" of the Porcelain Enamel Institute, Washington, D. C.

TO CLEAN: USE DAMP CLOTH, SOAP AND WATER

MINIMUM OF MAINTENANCE—The sanitary flush surfaces of PORCENA are economically maintained. Pencil or lipstick marks are easily removed. Porcena resists cleaning caustics, uric acids, and withstands scratches and shocks, still retaining its original luster.

*This long-life feature is
obtainable on all SANYMETAL
Flush Type Compartments.*

It is NOT necessary to gamble on getting long life and low maintenance cost in toilet compartments you specify.

PORCENA, Sanymetal's vitreous porcelain on steel, has proved to have the lowest maintenance cost. It has been in actual use for more than 19 years, with over 2,000 actual installations.* Today the porcelain surfaces of even the oldest are as bright as new after being sponged with soap and water. Not one has faded, failed, required repair, or replacement, due to lack of durability or normal use of the material. Porcena has the hardness of glass and the natural strength of steel—it never requires refinishing.

There is nothing "experimental" or "developmental" about Sanymetal Porcena. Sanymetal originated *porcelain enamel* toilet compartments, and thoroughly understands how to make them uniform in durability, color and quality. Porcena is a proven product, one of many Sanymetal features. Ask your Sanymetal Representative about other features you get in Sanymetal Compartments—all of them at no extra cost.

**See Sweet's, or send for Catalog 92 describing all Sanymetal Compartments. If you wish, we will mail other advertisements in this series about quality construction features, and a list of PORCENA installations in your area.*

THE
Sanymetal®
PRODUCTS COMPANY, INC.

1686 URBANA ROAD, CLEVELAND 12, OHIO



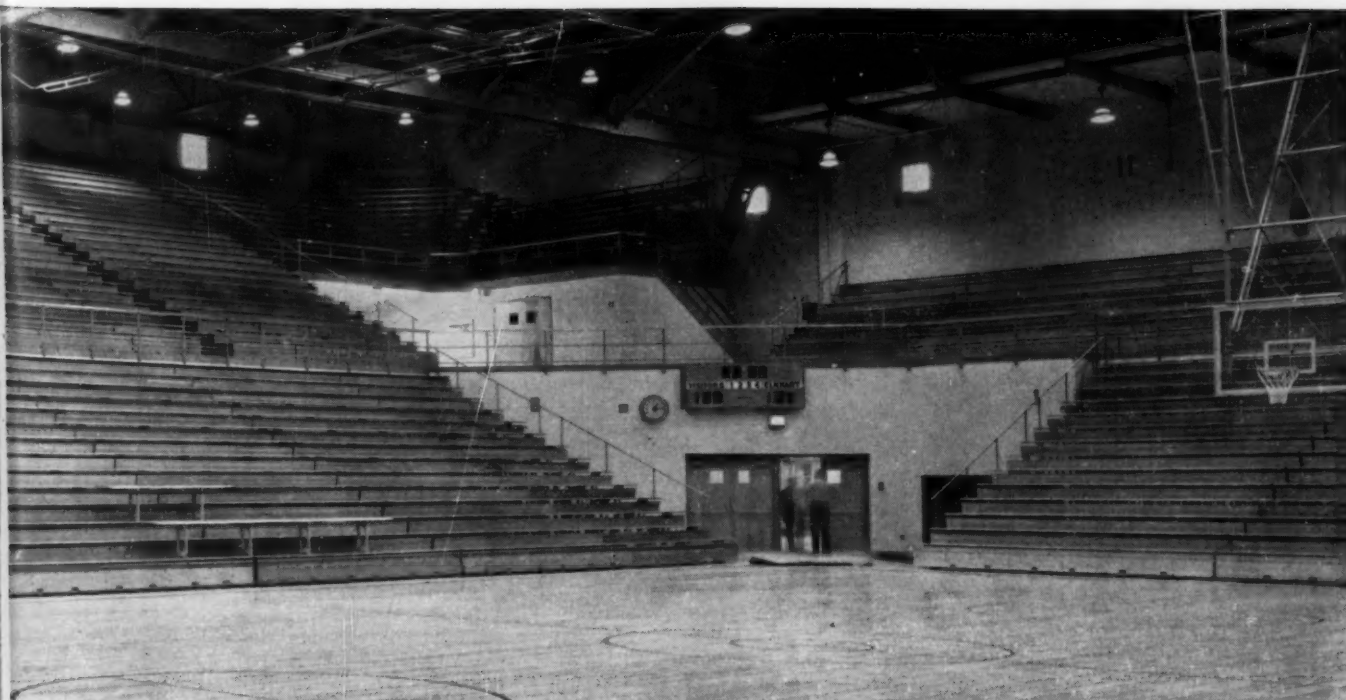
Early planning with **BRUNSWICK-HORN**

BRUNSWICK-HORN Folding Gymnasium
Seating automatically locks in place when opened or closed . . . needs no "live loads" to hold. Cross-braced understructure prevents sway or shake. Foot boards tilt when closing . . . spill litter to floor for quick, easy removal. Suits *any* gym, large or small!



BRUNSWICK-HORN Folding Partitions give you the convenience and flexibility of *two* gyms . . . unfold or fold . . . quick, easy and quiet. They lock securely in place without bolts . . . automatically seal with floor. Key-actuated switch prevents tampering.





gives your new gym a flexible future!

■ There once was a time when a gym was a gym . . . nothing more.

It's different today, and the difference comes from planning with Brunswick-Horn. Today's gym is multi-purpose and designed for beauty as well as utility. Besides accommodating school activities, it also serves the athletic, civic and cultural needs of the community. That puts the modern gym on a sound business basis.

Long realizing the importance of a gym's many uses,

Brunswick-Horn has become a part of the planning that makes this possible. In fact, you'll find Brunswick-Horn gym equipment (Folding Partitions and Folding Gymnasium Seating) used everywhere . . . giving new gyms the flexibility they need to achieve maximum return through maximum use.

Why not make Brunswick-Horn part of *your* new gym plans? Start by writing today for complete information . . . have it handy when you need it.



THE BRUNSWICK-BALKE-COLLENDER COMPANY
Horn Division, Marion, Virginia



BRUNSWICK-HORN Folding Stages make any classroom a little theater . . . in minutes. Fold compactly for storage, roll easily on large casters, yet lock securely in place when set up. Full range of sizes, all with fine furniture finish.



BRUNSWICK-HORN puts valuable classroom space to work with Folding Type Wardrobes. Exclusive features: recessed hardware . . . no torn clothes; continuous hinges . . . no pinched fingers. Choose from many models.



An Active Board of Education

The Guilderland Central Board of Education, Guilderland Center, N. Y., has recently completed a major program of school building construction including three elementary schools, housing 1500 children, and the Guilderland High School, housing 600 students. At present the Board of Education, under the guidance of Superintendent Ralph V.

Westervelt, is carrying on a broad program of curriculum expansion.

Board members are William Borden (standing); from his right and continuing around the table, Ernest Bachard; Howard Picard; Clark Hackley; Joseph Graham; Carl Gilbert; Ralph Westervelt; Raymond Sharp; and Edward Rice.

THE NATION'S NEED

(Concluded from page 42)

this nature are being made available this summer than ever before.

Many industrial concerns — ranging from oil refineries and chemical companies to fertilizing plants — for example, are spearheading a movement to afford additional summer vacation employment opportunities to high school science teachers in the belief they occupy strategic positions for encouraging young people to prepare themselves for professional careers in scientific and engineering fields.

To sharpen an interest in scientific research 24 universities¹ have under way a pilot-run program of summer study for high school general science, biology, chemistry, and physics teachers which will enable them to work as research assistants with some of leading scientists of the nation. In most cases the participants will receive approximately \$400 compensation, plus free tuition, and an opportunity for course credit.

¹Institutions which are offering this summer study program are: The Clemson Agricultural College, Clemson, S. C.; Cornell University, Ithaca, N. Y.; Creighton University, Omaha, Neb.; University of Florida, Gainesville; Indiana University, Bloomington, Ind.; University of Illinois, Urbana; Lehigh University, Bethlehem, Pa.; Massachusetts Institute of Technology, Cambridge; University of Miami, Coral Gables, Fla.; Michigan State College, East Lansing; Montana State College, Bozeman, Mont.; New York University, New York; Oklahoma Agricultural and Mechanical College, Stillwater; Oregon State College, Corvallis; University of Pittsburgh, Pittsburgh, Pa.; The Rice Institute, Houston, Tex.; University of Rochester, N. Y.; Southern Illinois University, Carbondale, Ill.; Stevens Institute of Technology, Hoboken, N. J.; Syracuse University, N. Y.; Tennessee Agricultural and Industrial State University, Nashville; Agricultural and Mechanical College of Texas, College Station, Tex.; Tufts College, Medford, Mass.; State College of Washington, Pullman.

Both these ventures are being carried forward in co-operation with the *Future Scientists of America Foundations of the National Science Teachers Association*, which can furnish additional information on them as well as supply application forms for the college project which must be filed before April 10. A listing of additional summer institutes, conferences and fellowship programs which tells where to apply is published in the February, 1955, *The Science Teacher*.

The *National Science Foundation*, 1520 H Street, N.W., Washington 25, D. C., is sponsoring an expanded program of "summer institutes" to help high school and college teachers of mathematics and science increase their competence. These typically last from one to eight weeks, afford opportunity to attend lectures and participate in symposia conducted by outstanding research leaders and instructors, may attract 50 to 200 science teachers in the field studied. Sometimes academic credit is given.

Funds are provided to enable 20 to 30 persons to attend who could not otherwise afford to do so. Others come at their own expense or the cost is paid by their home institutions. Membership applications as well as stipends are handled by the college conducting the institute.²

To help ease the teacher shortage and

²The locations of institutes for high school teachers supported by grants from the National Science Foundation this summer and the persons to contact follow: *University of New Mexico*, Albuquerque (physics), John R. Green, Department of Physics; *Oak Ridge Institute of Nuclear Studies, Inc.*, P.O. Box 117, Oak Ridge, Tenn. (Science), Ralph T. Overman, Special Training Div.; *Pennsylvania State University*, State College, Pa., William H. Powers, Arts and Science Extension; *University of Wisconsin*, Madison 6, Wis., C. C. MacDuffee, Dept. of Mathematics.

upgrade instruction, the *American Association for the Advancement of Science*, 1025 Connecticut Ave., N.W., Washington 6, D. C., is seeking funds to put into action the seven-point program its Cooperative Committee on the Teaching of Science and Mathematics has recommended.

Their plans range from helping to interest high school students in preparing for teaching careers, to seeking better salaries and working conditions for practicing teachers, and recognizing exceptionally able instructors through presentation of "Distinguished Service Teacher" awards. Five "experimental centers" where experienced teachers of proved ability would counsel relatively inexperienced teachers on subject matter and instructional problems is another activity they are seeking financial support for to carry out.

SCHOOL BOARD NEWS

★ GIL SANCHEZ is the new president of the board at Belen, N. Mex.

★ HOWARD R. STROUP has been re-elected president of the board at Artesia, N. Mex.

★ JOHN ELLIOTT has been re-elected president of the board at Tucumcari, N. Mex.

★ The school board at Estancia, N. Mex., has re-organized with GARY BULLARD as president, and R. E. COBURN as vice-president.

★ DR. GAYLE RENFRO is the new president of the board at Renfro, N. Mex. GUY P. HARRINGTON was elected vice-president.

★ MRS. EVELYN AYALA has been elected president of the board of education at Dubuque, Iowa. GENE TULL was named vice-president.

★ BLYTHE CONN is the new president of the board at Burlington, Iowa.

★ CURTIS AMEN has been re-elected president of the board at Mason City, Iowa.

★ DAVE JAY has been re-elected president of the board at Ottumwa, Iowa.

★ FRANK ADAMS has been re-elected president of the board at Ames, Iowa.

★ CARL W. ECKERT is the new president of the board at Council Bluffs, Iowa. H. C. VOSS was named vice-president.

**Specify the best...
then Insist on it!**



MEDART

TELESCOPIC GYM SEATS*



Safer!
Stranger!
Roomier!
Lighter!
Easier Operating!
Write For Catalog

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357B DeKalb Street St. Louis 18, Mo.



*Medart Telescopic Gym Seats are fully protected by U. S. Patents

CANTON HIGH SCHOOL

(Concluded from page 57)

1. With the exception of gymnasium, this is a "wall bearing" building.
2. The exterior walls are of cinder block, faced with brick.
3. All floors are of open web joist construction with a reinforced concrete floor slab.
4. The roof is of precast concrete, with rigid insulation installed under the built-up roofing.
5. The windows are architecturally projected steel, installed in continuous ribbons, with green-stone spandrels.
6. Sills and trim are of Indiana limestone.
7. Recessed doors are of wood.
8. Over-all insulation is above the ceilings and entire roof.
9. Asphalt tile corridors.
10. Asphalt tile classroom floors.
11. First-grade maple gymnasium floor.
12. Acoustic tile and acoustic plaster.
13. Finish materials are asphalt tile floors in all areas except toilet rooms where ceramic tile floors are used, and kitchen areas where quarry tile floors are used. Corridor walls have a wainscot of linowall. All other wall surfaces in finished rooms are white plaster painted, with the exception of the gymnasium where exposed cinder block has been painted. Ceilings are of white coat plaster painted light color to permit efficient indirect lighting.
14. Natural lighting has been achieved by the location of the main building elements on the east-west axis, coupled with the use of large areas of glass in the ribbon-type windows. The relation of the ceiling height to the depth of the rooms was carefully studied to achieve a maximum in natural lighting, as was the color of paints used for ceilings and side walls. Warm tones of paint were utilized for the "cool" side of the building and cool tones of paint were used on the "warm" side of the building. Artificial lighting has been achieved by concentric ring incandescent fixtures.
15. Heat is provided by two package-type gas-fired steam boilers, each having capacity to take care of the total heating needs except in extreme weather. Heating units are of the unit ventilator type. These units are controlled by separate room thermostats.



Corner in the Homemaker Suite

Service areas where unit ventilators are not used are served by cabinet convectors. Cabinet convectors are also used in classrooms for booster heating during the school day and as standby heating during off hours.

16. Natural ventilation has been facilitated by extremely large areas of windows with operating sash in the high and low position. The segregation of the different elements such as shop, classroom, cafeteria, and gymnasium units make it possible to achieve cross ventilation through all areas. Artificial ventilation is achieved by unit ventilators, exhaust ventilation penthouses, and exhaust fans for toilet rooms, shop areas, and kitchen-cafeteria areas. The gymnasium is equipped with large ventilation units to maintain adequate ventilation even when occupied by capacity crowds.

17. The electrical equipment includes semidirect ring fixtures, complete program clocks, fire alarm system, and intercommunicating telephones.

18. The ventilation system sets up a slight pressure in each area, causing the foul air ducts located in each classroom to exhaust air into the plenum above the second floor corridor ceiling and out of the ventilation

penthouses. This system is as required by the Pennsylvania Department of Public Instruction.

19. The sanitary facilities are of the regular type. The sewage disposal field comprises a battery of septic tanks coupled to 5000 lineal feet of leaching beds.

20. The general equipment includes green steel chalk boards, steel cabinets, steel classroom cabinets, steel lockers.

21. The cafeteria has restaurant-type kitchen equipment, including dishwasher, food mixers, peelers, and refrigerator.

22. The laboratories have Hamilton furniture.

23. The home-economics rooms have electrical ranges, refrigerators, wood furniture.

24. The library is fitted with wood shelving, chairs, and tables.

25. Pupil Capacity — 650.

26. Cost of Project — \$1,076,000

A. Building — \$939,596

B. Equipment — \$120,000

27. Cost per cubic foot, 90 cents; square foot, \$15.03; per pupil, \$1,416.

28. Financed by a bond issue of \$1,076,000.

Automatic
CLASSROOM SIGNALS
at LOW COST



Montgomery
PROGRAM TIMERS

- Stop button pushing!
- Assure punctuality!
- Cost little!

EASY TO INSTALL — EASY TO OPERATE

Montgomery Program Timers cost as little as \$89.50 and may be installed by your school electrician. Easily set to any schedule, fully automatic, but permit manual operation for special signals.

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New SERIES 70 CHANNEL STEEL CHAIR

Check and compare all these exclusive engineered features

FRAME — Non-tipping Y-type 16-gauge double-beaded channel steel, electrically welded and riveted.

SEAT — Extra large, 14½" x 15", 17" from floor. Steel or wood, contour shaped for full seating comfort.

BACK REST — Correctly postured, curved steel with fully rolled edge.

FEET — Swaged-on steel glides covered with white mar-proof rubber.

LEG BRACES — 3 leg frame stretchers prevent spreading or racking.

HINGES — Fully covered safety type prevent accidental pinching.

SEAT LOCKS — Free operating, positive holding — prevent chair collapsing.

Larger seat
LUXURY

Non-tipping
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Longer durable
CHAIR LIFE

IN ADDITION TO THE NEW SERIES 70, Krueger offers a wide range of quality steel folding chair styles in a complete price range to meet every budget requirement.

Write for new catalog showing complete line.



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METAL PRODUCTS • GREEN BAY • WISCONSIN



Chosen by still another manufacturer of classroom furniture

ST. REGIS PANELYTE . . . IDEAL FOR DESKTOPS,
CAFETERIA COUNTERS AND TABLES, WAINSCOTING



General 
SCHOOL EQUIPMENT CO.

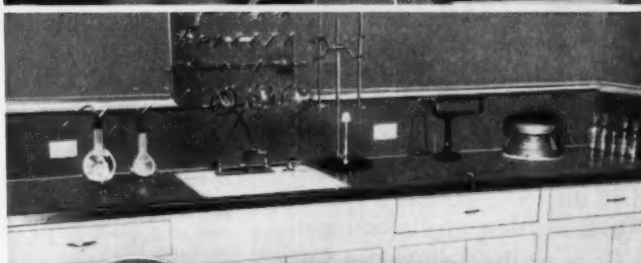
LEADING makers of modern school furniture, like General School Equipment Co., are turning more and more to decorative plastic laminate. *Their choice?* St. Regis Panelyte. *Their reasons?* At least two good ones.

One, St. Regis' exclusive colors and patterns are appropriate to school use, with a surface treated to give any desired reflectance.

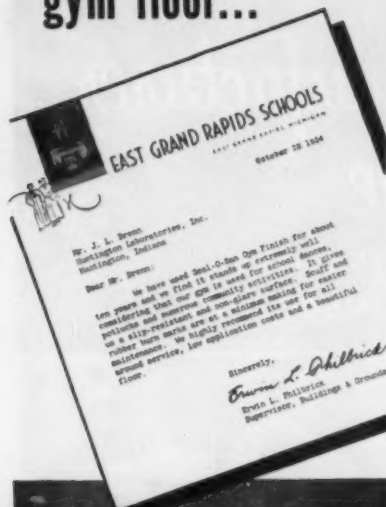
Two, the smooth, hard surface of St. Regis Panelyte resists scratching, staining, moisture—soiling of any sort . . . even acid and other burns . . . reducing to the minimum the cost of cleaning time. **No repainting or refinishing ever needed.**

Besides, the life-time durability of St. Regis Panelyte enables schools to use it on cafeteria counters, on laboratory tables, on radiator enclosure tops, on wainscoting.

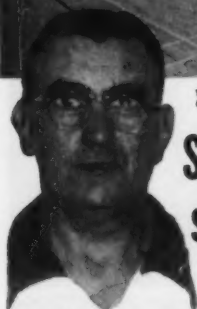
For samples and consultation, write today to St. Regis Paper Company, Sales Subsidiary: St. Regis Sales Corporation, Panelyte Division, 230 Park Ave., New York 17, N.Y.



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on this community
gym floor...**



THE EAST GRAND RAPIDS GYMNASIUM
East Grand Rapids, Michigan



**SEAL-O-SAN®
stands up,
makes
maintenance easier!**

What are you looking for in a gym floor finish? Better floor protection? . . . a slip-resistant, non-glare surface? . . . easier maintenance? . . . low application cost?

These are the qualities that Seal-O-San users tell us save them money, help to assure better team play in basketball and prevent injury to players.

If this is what you want in a gym floor finish, learn more about Seal-O-San now. Then order it next time you reseal. Write today.

HUNTINGTON LABORATORIES

Huntington, Indiana
Philadelphia 35, Pa. Toronto 2, Ontario

THE CUSTODIAL STAFF

(Concluded from page 46)

visit the school or make use of the building for some civic or social purpose.

Parents and citizens should never go away from a school without good reason for commenting on the fine condition of the building, the happy spirit of co-operation within the school, and the feeling that "the schools are certainly on the ball."

The custodian can be a good public relations man, but he must be given leadership and must enjoy the satisfaction of appreciation of himself and of his work.

BOARDS AND SUPERINTENDENTS

(Concluded from page 47)

15. The school board does not attempt to administer the schools.

16. A good superintendent is one who works well with people.

17. A good superintendent keeps his board informed at all times.

18. A good superintendent does not burden the board with administrative detail.

19. A good superintendent is able to get out of the way at times and let someone else do what he wants for children.

20. A good superintendent does not ask board members individually for their opinions. He recognizes that decisions must be reached through an exchange of ideas in open board meetings.

21. A good superintendent prepares a tentative agenda and submits the agenda together with a copy of previous minutes and a budget statement to each board member at least three days before the meeting.

22. A good superintendent supplies the board with information necessary to make intelligent decisions. For example, he supplies information on estimated revenues, analysis of school costs, projected school growth, and he supplies information about school costs if certain services are increased.

23. Good schools in the final analysis are the best guarantee of the continuance and improvement in the democratic processes Americans cherish.

PERSONAL NEWS OF SCHOOL BOARDS

★ The New Mexico School Boards Association has elected officers for the 1955 school year. S. Y. JACKSON, Albuquerque, is the new president; C. L. WILLIAMS, Gallup, and GEORGE ABBOTT, Alamogordo, vice-presidents.

★ School Dist. No. 2 board of education at Las Cruces, N. Mex., has organized with BYRON DARDEN as president, and CARL JONES, vice-president.

★ A. ARTHUR DUNN, member of the board of education of Wilkes-Barre, Pa., since 1933, died at a hospital on March 4.

★ JAY McCOLLUM is the new president of the board at Gallup, N. Mex.

★ ENO LOHSE is the new president of the board at Garber, Okla. JOHN HUTCHESON is a new member of the board.

★ ROBERT E. CAPE, Dalton, Neb., has been elected president of the Nebraska School Boards Association. MRS. J. W. LUCAS, Omaha, is vice-president.

★ F. L. QUICK is the new president of the board at Hillsborough, N. J.

★ J. W. DEACON is the new secretary of the South Dakota School Boards Association.

★ JOHN H. OLDHAM is the new president of the board at Mt. Sterling, Ky.

★ KENNETH KNIGHT has been elected president of the board at Crown Point, Ind. MRS. THEA D. VANCE is secretary.

★ ROBERT W. BARRETT is the new president of the board at Bristol, Conn.

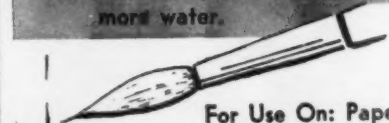
Amazing **NEW**

**Alphacolor
Brilliant**

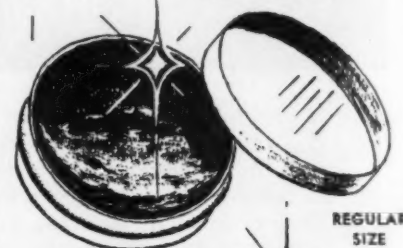
Semi-solid cakes of highly concentrated pigment in 24 brilliant colors.

SO EASY TO USE!

- 1 Dip brush in water.
- 2 Touch wet brush to Brilliant. Note the instant release of bright color.
- 3 Apply color to object. Note the smooth flow—the complete coverage.
- 4 For transparent results, use more water.



For Use On: Paper, Wood, Acetate, Plywood, Metal, Glass, Plaster, Rubber, Cork, Plastic, Leather, etc.



REGULAR
SIZE

**THIS BRILLIANT-
SENT FREE**

Brilliant is available in Regular and "BIGGIE" sizes in individual colors and in attractive sets.

To receive one Regular size Brilliant FREE for testing purposes, send your name, address, and name of your school. Address Dept. AA-30.

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Manufacturers of: Chalkboard • Chalk • Erasers • Art Material • Maps • Globes

Monroe FOLDING BANQUET TABLES



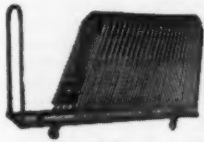
**DIRECT PRICES & DISCOUNTS
TO SCHOOLS, CHURCHES,
LODGES, HOTELS, CLUBS, etc.**

NOW, Monroe Folding Banquet Tables, at no extra cost, are offered with completely finished tops, highly resistant to most serving hazards. May be USED WITHOUT TABLE CLOTHS, if desired. Also available in Formica and Ormacele special color and pattern types. Write for catalog with direct factory prices and discounts to religious and educational institutions, clubs, lodges, etc.

MONROE TRUCKS

**For Folding Tables and
Chairs**

Transport and store your folding tables and chairs the easy, modern way on MONROE Trucks. Construction of Transport-Storage Trucks permits maneuverability in limited space. See Catalog.

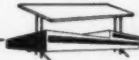


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Complete Line of
Folding Chairs

THE *Monroe*



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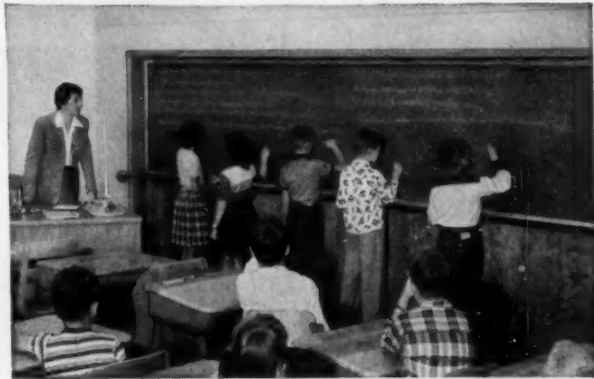
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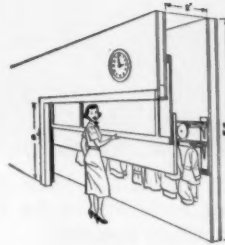


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- Elementary and high schools, large or small, new or remodeled
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\$5.00; discounts on quantity orders

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DEODORIZED PAINTS**

NEW GAR-TONE and GAR-LUSTRE are deodorized. No paint odor or eye irritation—when you paint with doors and windows closed.

GAR-TONE and GAR-LUSTRE flow easily without brush marks—cover most walls in one coat. Dirt, ink and grease can be washed off repeatedly—with no damage to the finish. Available in modern colors.

Send Us Your Special Problem

**Solving Paint, Roof and Floor
Maintenance Problems since 1895**

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THE GARLAND COMPANY

Dept. AJ-5

Cleveland 5, Ohio.

News of Products for the Schools



The Association of School Business Officials at their 1954 convention saw Franklin Azbill, Supervisor of Paving and Grading for Los Angeles Schools, describe the sealing operation.

PLAYGROUND SEALING PROGRAM

The board of education of Los Angeles, Calif., has completed the first phase of a progressive program for sealing 4,752,000 square feet of playground area, following studies on the use and characteristics of sealing materials.

The program is designed to accomplish four primary objectives: (1) to reduce the danger of accidents; (2) to minimize wear on clothing and equipment; (3) to cut costs of playground maintenance; and (4) to increase the life of playground areas. The study was aimed at selecting a material which would provide the ultimate in smooth, nonskid, abrasive-free surfaces, with maximum resilience.



The Walk-Top mixture is spread by a power buggy.

A rubber-faced squeegee is used → to spread asphaltic sealer.

A test program, involving a number of sealing materials, was undertaken by the school district in 1953, under the direction of the Business Branch, Operations and Maintenance Division. Following the tests, specifications were written for three types of surface sealing materials; (1) rubber base materials; (2) fine mineral aggregate and asphaltic emulsion mixture; (3) a fibrated asphaltic material. The Los Angeles school authorities finally awarded the contract for the use of a cold-applied asphaltic composition called Walk-Top for the sealing of 104,000 square feet of a test area.

On the basis of tests covering 70,000 square feet, the same material was selected for the remaining 4,500,000 square feet, with a cost well under 4 cents per sq. ft.

Since the completion of the first unit contracts, the board has let an additional contract for 1,500,000 sq. ft. of play area.



NEW GRIGGS DESK

A new study top desk, the Griggs Airliner No. 790, was announced recently by the Griggs Equipment Company, Belton, Tex. The new desk is of heavy-gauge tubular steel construction, offering advantages of light weight and durability. A rigid tubular support rises from the chair frame to the desk top, with a circle type support providing a brace to all parts of the desk top. The desk top, chair back, and seat are of hardwood plywood in either natural or brown finish. Desk top facings of plastic are available.

All metal parts are finished with baked on enamel in a choice of five colors: taupe, beige, coral sage green, and ocean blue. The Griggs No. 790 is made in three seat heights: 17-inch, 15-inch, and 13-inch.

(For Further Details Circle Index Code 062)

NEW NOISELESS TYPEWRITER

An exclusive feature called Pressure Printing is incorporated in the new Noiseless Typewriter just announced by Remington Rand, Inc., New York 10, N. Y. A slight tap activates a precisely calculated weight which completes the pressing of the type onto paper leaving a uniform impression.

Originally designed to cut down office noise, the new machine maintains all the features of previous Remington noiseless typewriters and is completely redesigned in appearance. New executive type styles are being offered at no increase in cost, and ribbons can be obtained in colors to harmonize with letterheads. Finger-fit keys, cushioned to eliminate impact, the Remington Perfect Positioning Scale for instant setting of identical margins, and a simplified typebar, are all included in the new model.

(For Further Details Circle Index Code 063)

LITTLE KID MODEL



The JayFro Athletic Supply Co., New London, Conn., has introduced a JayFro steel chain net model especially for elementary grade use. Called the J L K - 3 model, it is smaller proportioned than the standard size regulation basketball steel chain net. The net is designed to fit all models of the Little Kid Basketball goals, both indoor and outdoor apparatus. Like regulation-size steel chain nets, the new model is guaranteed for three years and is constructed to eliminate wear and replacement problems.

(For Further Details Circle Index Code 064)

CATALOGS AND BOOKLETS

The E. H. Sheldon Equipment Company offers a "Total Experience Science Furniture, Floor Plan Edition" catalog which contains not only suggested floor plans and specifications, but also an objective and helpful article as a forward, entitled "Science Education for All the Students." Another catalog featuring "Home-making Equipment," likewise, has a feature article entitled "Philosophy of Homemaking" which would also prove helpful. Both catalogs are offered, free, upon request.

(For Further Details Circle Index Code 065)

"Slate Chalkboards in Modern Schools" is the title of a booklet offered by Pennsylvania Slate Producers Guild, Pen Argyl, Pa. The booklet presents the case for natural slate by indicating its claim to superior qualities, by listing outstanding modern schools employing slate, and by citing satisfied users. A copy is free on request.

(For Further Details Circle Index Code 066)

Mitchell

FOLD-O-LEG tables

UNEQUALED in APPEARANCE DURABILITY STRENGTH



Convert any room into a Banquet or Group Activity Room... Set up or clear in minutes QUICKLY FOLD or UNFOLD for Changing Room Uses

USED IN CHURCHES, SCHOOLS, HOTELS, INSTITUTIONS, CLUBS, LODGES AND INDUSTRIAL PLANTS

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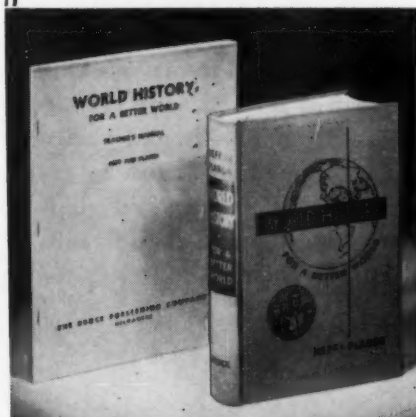
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840 pages, \$4.36

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- TEST ANSWERS (No charge on adoption of tests), \$1.00



Write today for copies of the above for 30 days' study!

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Milwaukee 1, Wisconsin

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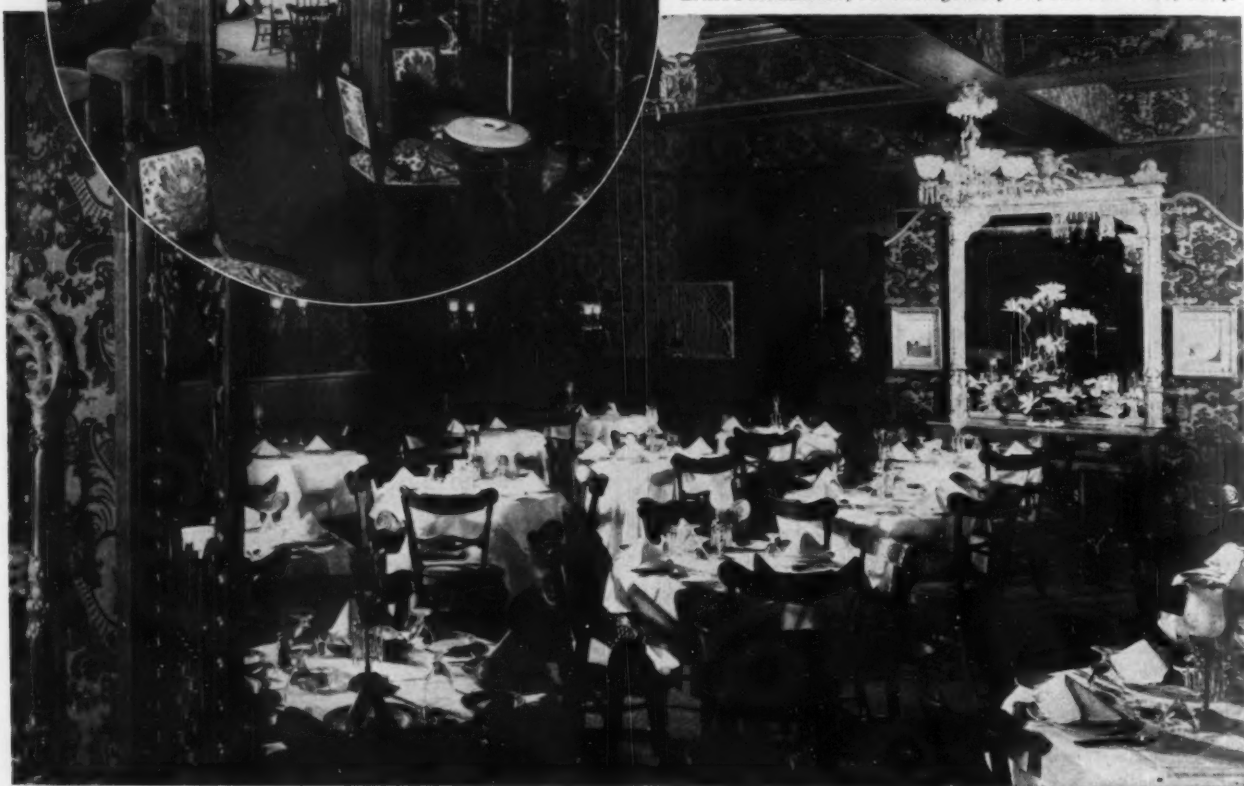
and Art Studio

818 W. WINNEBAGO ST.
MILWAUKEE 5, WISCONSIN



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Ernie's, preserving the intimate Bohemian tradition of old San Francisco, is known to epicures far and wide for meticulous and unhurried service from a rich and varied menu. Fowl in season and always good fresh fish to say nothing of steaks and chops. Ernie's experienced chefs know the plus value given these favorites by Sexton famous sauces. You will find a taste sensation sauce at Sexton's for every purpose.

JOHN SEXTON & CO., CHICAGO, 1955

Especially Designed for ELEMENTARY SCHOOLS



**For Modern Teaching,
You Need This Workbench Table!**

SELF-CONTAINED UNIT

Furnished with over 50 hand-tools. Tools are stored in bench in especially designed holders for safety and easy checking. No tool cabinets needed—no running across room for tools. Door can be locked for safe-keeping of tools. Also a teacher's manual.

STURDY AND PORTABLE

Top—solid maple 36" x 47". Four heights. Solid oak legs.

MULTIPURPOSE

Ideal for handwork activities of children, Junior High Crafts, and Recreational Programs.

Excellent for use in classroom for construction activities connected with unit teaching.

For further information write today to:

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DEALERS DESIRED

MIXER MAGNESOUND records voice and music on 16mm sound and silent film--



Now voice and music can be recorded simultaneously and professionally on any Victor 16mm Sound Projector. Mixer Magnesound—magnetic attachment—has individual inputs for microphone and phonograph with separate volume controls for mixing versatility. Record and play back immediately . . . or erase and re-record in one easy operation.

NEW-- 3 latest Victor developments are 3 new Sound Projectors, new 1600 Arc and "Silent 16." Send for free literature today. Write Dept. C-55.



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Davenport, Iowa, U. S. A.

Quality Motion Picture Equipment Since 1910

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AMERICAN SCHOOL BOARD JOURNAL

P.O. Box No. 2068

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THE AMERICAN SCHOOL BOARD JOURNAL
400 North Broadway, Milwaukee 1, Wis.

May, 1955

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NEWS OF PRODUCTS FOR THE SCHOOLS

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Also information on

Name _____
 Title _____ Please Print School _____
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STEEL CHAIN BASKETBALL NETS

The Only Net
 GUARANTEED
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OUTDOORS OR INDOORS • SEND FOR FREE CATALOG

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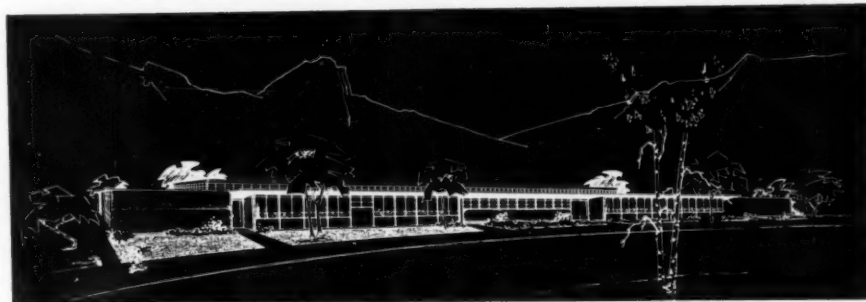
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for Forward Thinking Communities



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Garden Grove, Calif.

Architects: Daniel, Mann, Johnson & Mendenhall



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Orem, Utah

Architect: William Rowe Smith

Climate, architectural surroundings, budget, etc., will determine the design of your new schools but for certain, they will include facilities and features that represent the latest thinking in school design to keep them modern and efficient for years to come.

Schieber multi-purpose room equipment was specified in these schools — is in use in thousands like them in all parts of the country. Leading school architects recommend Schieber for its recognized quality construction and outstanding 24 year performance record.

NOTE THESE QUALITY SCHIEBER FEATURES

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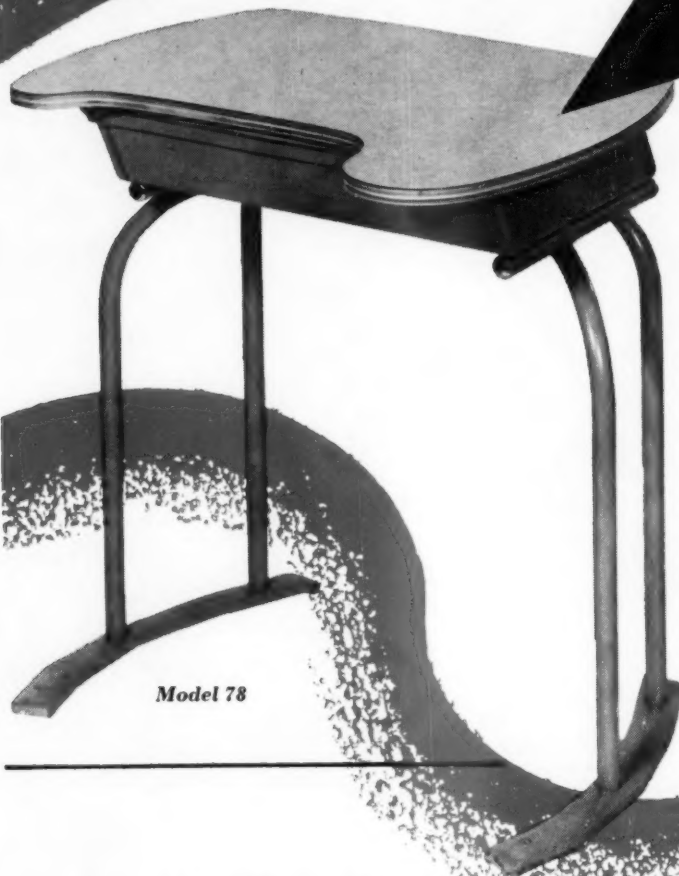
Madison Elementary School
Madison, Conn.
Architects: Westcott & Mapes, Inc.

general

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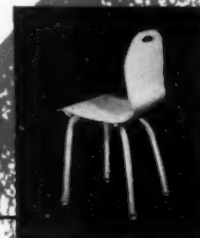
Another Bargaen Creation...

Soliform Table Desk



Model 78

Model 202 chair
companion to the
Soliform table







Check these school-tested features:

The Soliform table desk now joins the famous Bargaen-designed Staput-Movable desk in General's quality line of school furniture. Like the Staput-Movable, the new Soliform is functional, beautiful, and built for years of hard service. The Soliform and the Bargaen-designed Academy chair provide the *only* table and chair combination that scientifically controls posture. Moves easily and quietly for limitless classroom formations, stands firmly on Neoprene shoes when in use.

Model 78 is the Soliform table with lifting-lid book box; Model 76 is the Soliform without book box. (Open front book box available for Model 76.)

Natural wood, marble-like plastic or Fibreglass tops available.

Write for Soliform literature.

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|---|---|
|  | ● Palette-shaped top for proper writing posture |
|  | ● Easily movable...yet stands firm when in use |
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general



featuring the designs of William James Bargaen

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